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ABSTRACT

This instructor's packet on collaborative leadership development in special education presents the Principal's Training Simulator in Special Education (PTSSE), designed to provide an orientation to typical situations facing local school district administrators, consideration of major issues in programming for exceptional children, practice in actual problem-solving activities, and a chance for both instructor and student to test and analyze the student's decision-making behavior. Packet materials include: (1) the instructor's manual, which offers detailed suggestions as to the use of the training materials, time schedule options, guidelines regarding key content issues for discussion, role plays, and other group problem-solving tasks; (2) a paper titled "The Principal as the Special Education Instructional Leader," which provides the conceptual framework upon which the PTSSE is based; (3) the "Special Education Handbook for Administrators," a set of procedural guidelines; (4) a paper titled "Cultural Influences on the Development of Education in the Dormit Central Schools"; (5) a participant's consumable booklet which contains orientation materials, response sheets, and task materials; (6) indices of performance, consisting of a series of satisfactory solutions to each of the simulation items; and (7) "The Principal's Blue Book on Special Education, Parts I and II," a reference manual of best practices in the administration of special education, focusing on laws governing students with disabilities and instructional leadership and supervisory practices. (JDD)

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[Principal's Training Simulator in Special Education]
Instructor's Packet

EC 302203

COLLABORATIVE LEADERSHIP DEVELOPMENT IN SPECIAL EDUCATION

INSTRUCTOR'S MANUAL

Designed and Developed by:

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1990

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This material was adapted from the original work of Dr. Daniel Sage at Syracuse University in 1967 and in subsequent versions through 1980. We are indebted to his research and development in simulation in the training of educational leadership personnel.

This booklet is one of a series comprising the instructor's kit for the Principal's Training Simulator in Special Education (PTSSE), a simulation for pre-service and in-service orientation of administrative and supervisory personnel to significant issues in the education of exceptional children. This and other items of the Instructor's Manual and copies of the Participant's Consumable Booklet may be purchased from:

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Rev. 10/90

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INTRODUCTION

This instructor's manual has been prepared to be used in conjunction with the other elements of the Principal's Training Simulator in Special Education (PTSSE). The instructor will need to have a copy of a Participant's Consumable Booklet to follow what the student are working on and copies of the other materials of the Data Bank to be familiar with the background material presented therein. Due to the size of the participant booklet, and in the interest of instructor convenience, it was deemed preferable to bind these sets of materials into separate volumes.

With this Instructor's Manual and a copy of a booklet for each participant, a series of activities can be carried out which will provide:

1. A rather thorough orientation to typical situations facing the local school district administrator.

2. A vehicle on which to base a consideration of major issues to be resolved in programming for exceptional children.

3. Practice, under controlled and safe conditions, in the actual activities demanded in problem-solving in this field.

4. A chance for both instructor and student to test and analyze the student's own decision-making behavior.

While the Instructor's Manual and Participant Booklets are sufficient in themselves to permit exposure to major issues in the field, to achieve full benefit of the simulation as an instructional approach, it is necessary to also have the Data Bank materials available.

ELEMENTS OF THE PTSSE

BASIC MATERIALS

The essential materials required for minimum use of PTSSE include:

THE INSTRUCTOR'S KIT, consisting of four components:

Instructor's Manual

This manual offers detailed suggestions as to the use of the orientation materials, pre-assessment instrument, student booklets, alternative plans and time schedule options, as well as guidelines regarding key content issues for feedback discussions. Also included are guides for telephone call problem input, role-plays and other group problem-solving tasks which may comprise a total simulation training exercise.

Data Bank

This material consists of a set of three pamphlets entitled:

1. "Cultural Influences on the Development of Special Education in the Dormit Central Schools";
2. "Special Services Handbook";
3. Reference Manual of Best Practices in the Administration of Special Education.

This material is necessary for orientation of participants to the simulation process, but since it is not consumed, it can be reused in succeeding training sessions.

The Participant's Consumable Booklet

This consumable booklet contains instructions to the student, initial orientation material, tear-out response sheets, and the three sections of currently updated in-basket task material, bound in a format which keeps the problems concealed until the student is instructed to tear open each section for the work sessions.

Indices of Performance

The "Indices of Performance" are a series of satisfactory solutions to each of the simulation items. Each indice consists of several categories: problem analysis, judgment, decisiveness, educational values, sensitivity, written communication, and organizational ability.

GENERAL INSTRUCTIONS

The materials comprising PTSSE represent an adaptation of the original SEATS Game which has been used in a variety of different formats and time schedules since the first materials were produced in 1967. The fifth revision done in 1980 served as the most immediate reference material upon which the PTSSE was based. Some standard methods have been developed as the result of experiences in numerous situations in which the materials have been used by the author and his colleagues. While the materials are intended to be sufficiently flexible to permit individual instructors to establish their own patterns of usage, the procedures suggested by the original SEATS Game have been found to produce good results. The author believes that after extensive pilot testing and evaluation of these materials, he, too, can report excellent results.

Purchase and Distribution

Hopefully, Participant booklets may eventually be ordered through Indiana University Press.

Personnel

Full use of the PTSSE requires a staff of at least one assistant to the chief instructor at certain time periods within the schedule. For telephone call input, it is probably well to have two persons providing input while another monitors participant activity on the written in-baskets. When participants number fifteen or more, there are certain activities within an ordinary workshop schedule in which greater returns will come from dividing into smaller sub-groups, each with a leader (assistant instructor). In any of the short-term intensive formats, it is especially advisable to have assistance, as a six hour day spent leading the activities can prove even more wearing on the instructor than on the participants.

Facilities

While the simulation approach has been used successfully in a variety of types of physical arrangements, certain features are recommended as minimal requirements:

1. General meeting room for roundtable discussion during orientation and feedback sessions.

2. Work space for in-basket work sessions with desk or table tops where materials can be laid out for sorting, processing, memo-writing, etc. While this can be provided in the same large meeting room, it is also feasible, when institutes are being held within a Conference Hotel setting, to have students go to their private rooms for work sessions.

3. Telephone communication equipment in some form is needed for full utilization of the material. A simulation lab having work stations with individual phones for each participant, a central switchboard from which calls can be initiated in private at least two at a time, and audio-recording capability is an optimal setting.

   It has also been found effective to use the internal telephone system of the hotel, when participants are working on in-baskets in their own rooms, although this may rule out the possibility of tape recording.

   Portable intercom sets have also been used, wherein one or two terminals (depending on the number of participants) can be placed in the room where all the students are working, and calls are placed by the instructors from phones in an adjoining room. This type of equipment is easily tapped to permit recording with ordinary tape recorders. The playback of selected samples of student responses to telephone problems has been found to add interest, motivation and opportunities for analysis of problem-solving style.

4. Committee rooms are also useful for small group activities such as Case Conference Committee and similar group problem-solving activities.

Time Schedule Options

Short-term intensive workshops appear to provide the optimal format for exploiting the advantages inherent in the simulation approach. Role playing activities are enhanced when participants are in a schedule which immerses them in the activities for perhaps six hours per day for a short period of time. Semester long courses using the PTSSE as part of the content are somewhat less effective since participants spend too much time each week away from the simulated environment. However, certain advantages and disadvantages which will be pointed out are contained in each format.

The Semester Course utilizing the PTSSE presents the disadvantages of reduced involvement, since the time between class sessions interferes with role playing intensity. However, the greater total time available for out-of-class assignments permits more thorough reaction to the problems presented by the in-basket items, if the instructor wishes to require students to go into detail in their responses. Optimum use of the material does require at least two and probably three hours in a block, so a class meeting one hour at a time is not recommended.

The Ten Day Workshop (approximately 50 hours) is most effective if the goal is to also include related content, spending approximately half of the time on the PTSSE. In this format, it has been customary to insert lecture-discussions dealing with particular issues in special education programming at points in the schedule where the content will develop naturally from situations presented in the simulation. This arrangement requires frequent shifting in and out of role, but since the activities occupy the participants on a full-time basis for a relatively short period of time, student involvement appears to remain at a high level. This format has been used most frequently as a summer session workshop or special study institute on administration of special education, carrying three semester hours credit.

The Four Day Workshop (apprixmately 25 hours) appears to be optimal, if the goal is a fairly exhaustive utilization of the PTSSE, but minimal didactic presentation of related content or other short-term schedules, it may be most feasible for the workshop to begin on an evening, in order to fit in an overnight study session of the orientation section early in the schedule.

Monday

5:00 p.m.	Registration 10 minute Orientation and Tour of Dormit 40 minute Pre-test and Observation of Principal Candidate Interviews
6:00 p.m.	Dinner Overnight Study of Section A

Tuesday

a.m.	Reaction Discussion - "What's Rottten in Dormit?" Work Session - Section B In-Basket Feedback B
p.m.	Special Education Director Mediation Role Play Debriefing

Wednesday

a.m.	Work Session - Section C In-Basket Feedback C
p.m.	Integration Incentive (Role Play) Debriefing

Thursday

a.m.	Work Session - Section D In-Basket Feedback D
p.m.	Case Conference Committee (Role Play) Debriefing Post-test, Summary and Adjourn

The Micro-Workshop (approximately 18 hours) will provide sufficient opportunity to use the PTSSE as a vehicle to sensitize a group to the major issues in administration of special education, but will not allow for in-depth deliberation or for didactic presentation. This format is probably most appropriate for in-service institutes in which the participants are quite knowledgeable about one phase or another of the total task, but can profit from looking at the issues in a new light. This format has been used with experienced regular educators to help them achieve an administrative frame of reference, and with general administrative personnel to help them see the particular problems of special education.

A convenient time schedule for this purpose is one beginning on a Thursday evening and continuing until perhaps Saturday afternoon, such as follows:

Thursday

4:00 p.m.	Basic principles of the simulation process
4:30	Introduction to PTSSE and Pre-assessment
5:30	Critique of Candidate Interviews and introduction to Harry Oliver II paper
7:00	Overnight completion of Section A

Friday

8:00 a.m.	Feedback Session - "What's Rotten in Dormit?"
9:15	Work Session - Section B In-Basket
10:15	Break
10:30	Feedback B
11:30	Special Education Director Mediation Role Play
12:30 p.m.	Lunch
1:30	Debriefing Role Play
2:30	Work Session - Section C In-Basket
3:30	Break
3:45	Feedback C
5:00	Overnight assignment - Section D In-Basket

Saturday

8:30 a.m.	Integration Incentive Role Play
9:15	Debrief Role Play
10:00	Feedback D
10:45	Case Conference - Pupil Placement Role Play
11:30	Debrief Role Play
12:15 p.m.	Lunch
1:15	Post-assessment, Conference Evaluation, and Summary
2:00	Adjourn

SIMULATION AS A TRAINING METHODOLOGY

In the preparation of leadership personnel, a wide variety of approaches, methods, and materials have been used. In attempts to improve upon traditional didactic, lecture and textbook approaches, training personnel in institutions recognized the value of putting trainees into live situations. To depend strictly upon practical experience, as might be the case in the apprenticeship or internship model, would fail to take advantage of the knowledge that has been accumulated, condensed, and resynthesized in every area in which personnel training is viewed as prerequisite to assuming an occupational role.

Napoleon, who felt that loss of life, or worse yet, loss of territory was too great a risk to take with leadership personnel who had only textbook training, has been credited with inventing the "war game."

Simulation, along with gaming, has become a key component of our military, commercial, industrial, and educational training programs.

Simulation has been defined as a "technique of modeling some aspect of real or proposed systems, processes, or environments." One of the most familiar uses of simulation in recent times is in the National Aeronautics Space program. The American Management Association (in 1956) began using the Business Game as a procedure for providing management training to personnel in their customer firms. In 1958, the Harvard Business Review Game was developed, serving a similar purpose. In other social-science contexts, the Inter-Nation Simulation was developed at Northwestern University, which provided life-like experiences for students of diplomacy and international relations. The trade agreements negotiated, the threats made and the bombs dropped, though only on paper, now result in computer controlled responses which tell the student diplomat all the consequences of his actions.

We have used the term simulation and the term gaming. They are similar, with certain overlaps, but certain distinctions. Games imply a win-lose outcome. It is quite common for simulations and games to be used for many other things than instruction. There are games that are only games, resembling nothing in any life setting and not being particularly instructive--such as poker. There are simulations, models of some real life situation, which involve no game aspect, and are used for research or decision-making, not intending to be a teaching tool. There is an overlap in the case of Monopoly, which is both a simulation of sorts and a game, but teaches little. In the area of teaching devices, the Link Trainer is a perfect simulator of reality, but is not a game involving any human competition. On the other hand, spelling bees are excellent teaching games, but simulate nothing in real life. The overlap, in which a number of fairly new instruments have been developed, includes a number of published items, such as the Life Career Game, Smog, Ghetto, Consumer, etc. Some of these have been described and illustrated in various issues of Psychology Today. The game of Ghetto, for example, teaches its players vividly, what it is like to have the economic, social, cultural dice loaded against you as you try to survive in an urban setting. Some of these games tend to have dramatic affective impact on their players.

The advantages of simulation gaming in the training of school administrators are:

1. To provide an opportunity for participants to get outside their own skin and try on a new or different role--get a fresh look at a situation that is like real life, but does not have all the elements of the person's real life which limit his behavioral repertoir;

2. To permit experimentation on new problems in a safe setting;

3. To provide for active, rather than passive learning.

4. To permit a number of participants to share in problem-solving with others at equal levels of familiarity with the new simulated environment, so everyone starts out equal;

5. To permit feedback from instructors that is non-judgmental;

6. To focus on process and system behavior, rather than to accumulation of detailed bits of knowledge.

ROLE PLAY ACTIVITIES

Certain items in Sections B, C, and D may suggest more than an immediate, terminal response. The establishment of small, role playing groups to share in the problem-solving task may be appropriate. This type of role playing is a part of and a natural extension of the simulation process. Role playing, in general, provides the opportunity to assume a "different" role and learn experientially, taking risks in a low-risk situation. Though a role is assumed, learning can occur in terms of awareness, concepts, or skills. The learning can be highly personal, however, depending on what an individual puts into the experience.

The instructor should prepare "role assignments" in advance by Xerox copying those pages and cutting them so that any of the pre-determined roles (plus any that may be added) may be assigned at random to participants. It is also useful to assign observers, either on an informal basis or with specific instructions regarding process observations. To facilitate the role play, the instructor should also provide improvised "name and title tags" for each participant to place before him/her. They should be advised to stay "in role" and not share with each other the "bias content" of their role scripts.

USE OF INDICES OF PERFORMANCE

The Indices of Performance should be used as a self-reference tool to compare user responses to the simulation items with satisfactory solutions suggested by educational experts. Additionally, the indices can be used by presenters as an instructional guide to stimulate further discussions.

THE FRAMEWORK FOR THE DEVELOPMENT OF PRINCIPAL TRAINING SIMULATOR

Our assumptions and understandings of the role responsibilities for principals in the delivery of special education have evolved from requirements of federal and state laws and from responsibilities derived from earlier works on directors of special education as contrasted with those of building administrators. There has been some support in the literature for the view that the principal's attitude toward special education can influence the success of these programs.

Specific role responsibilities for the delivery of special education have been addressed by several researchers and there is general agreement as to what this role ought to be. While there is a consensus in the context of both regular and special education that the building principal emerges as a significant individual with the primary responsibility for service delivery, the literature in educational administration until recently had only **"admonitions that describe what a good manager should do. The research and practice literatures did not present models that describe how certain management or leadership acts actually become translated into concrete activities which help students with or without disabilities succeed in schools." (Bossert, Dwyer, Rowan, and Lee, 1982, p.34).**

For this reason, Bossert, et al. (1982), conducted research reviews of effective schools and effective principals leading to a framework of instructional leadership. The purpose of their review was to begin to measure the effects and interconnections between organizational climate and management behavior, and its effects on staff and student performance. Bossert and his associates addressed how characteristics identified in research are linked to actual instructional management practices of the principal, how the principal interacts with other personnel within the context of the school.

These authors identified four areas of principal leadership gleaned from research on effective principals and successful schools: goals and production emphasis; power and decision making; organization/coordination; and human relations. They point out that although the literature calls for some sort of structure to enhance principal effectiveness, very little is said about analysis at the classroom, school, or district level. Bossert, et al. (1982) present their view of the relationship between leadership and organization in Figure 1.

Personal Characteristics — School Climate

District Characteristics — Principal Management Behavior — Student Outcomes

External Characteristics — Instructional Organization

FIGURE 1: A Framework for Examining Instructional Management

This framework illustrates that the instructional management behavior of the principal affects both school climate and instructional organization. These contexts ultimately affect student learning while at the same time the principal's own behavior is influenced by factors outside the school.

The nature of the instructional organization, school climate, and principal management behavior must be considered in order to identify the relationships between what principals do and what students experience at the school level (Bossert, et al., 1982). That is, there is a need to establish links between principals' actions and learning outcomes, to get a "feel for" the environment that supports instruction.

Schein (1985) noted, "In fact, there is a possibility--underemphasized in leadership research--that the only thing of real importance that leaders do is create and manage culture and that the unique talent of leaders is their ability to work with culture" (p.2). In the context of educational organizations, the principal affects student achievement indirectly by managing a number of complex relationships. Gaining insight into how principals exercise power and influence, over what Bossert (1982) refers to as "formal and informal resources", is important in determining how to resolve issues and in gaining support at the building level (p. 55).

This framework for examining instructional management then became the basis of a series of case studies leading to a model of instructional leadership. The case study research described by Dwyer, Rowan, Lee, Bossert (1983) provided thick description of the seven factors in the original framework reported by Bossert, et al. (1982).

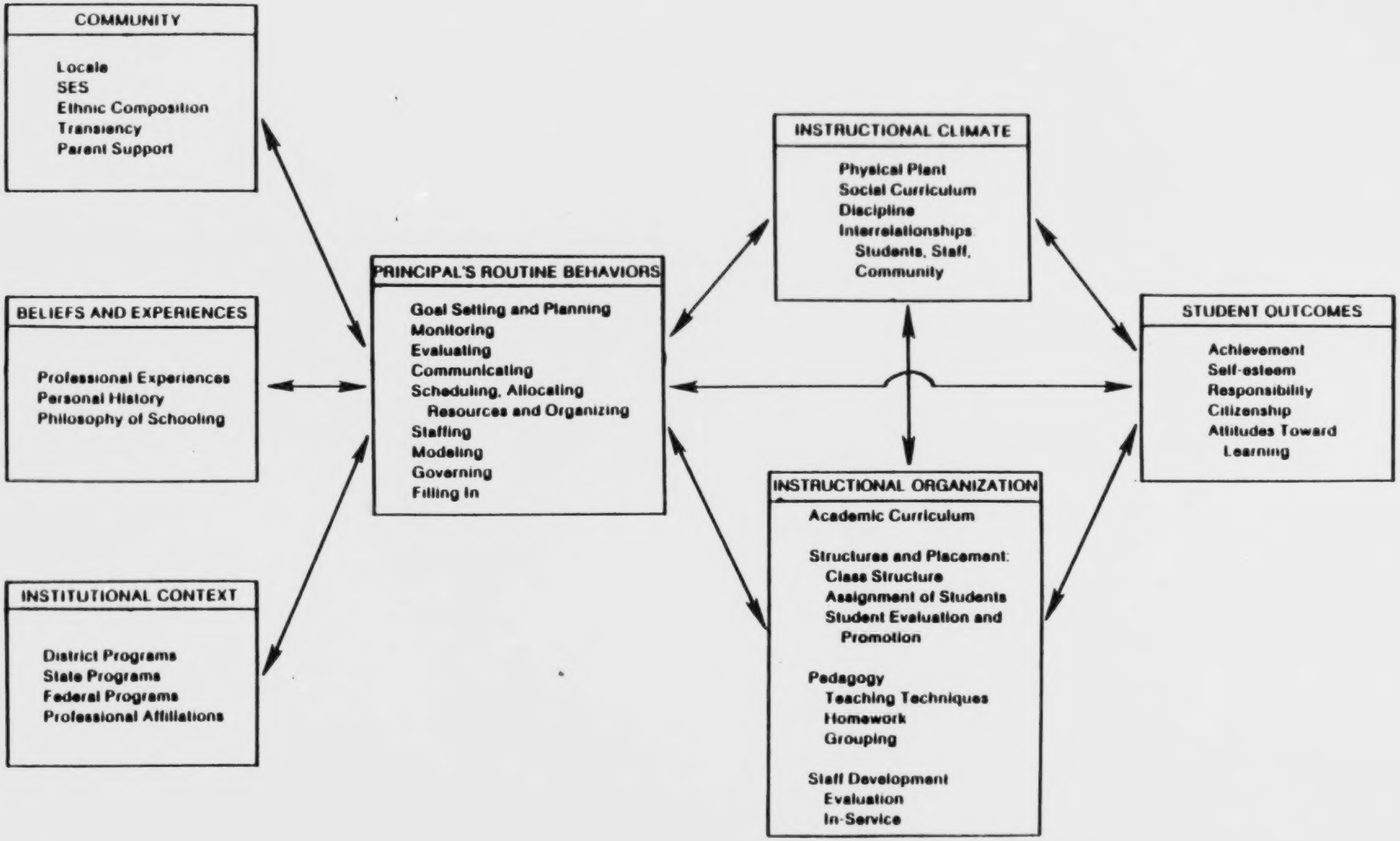
The staff of the Instructional Management Program of the Far West Laboratory for Research and Development went into the field to investigate principal behavior and how they organize their work. The investigators employed a shadowing observation technique and reflective interviewing with five principals to identify activities and probe for meaning in the activities. The interaction of personal, institutional, and community variables on administrative behavior identified by Dwyer and his associates (1983) formed the foundation for analyzing why and how principals do what they do, and how they shape the nature of instructional practice.

One unintentional consequence of these case studies was that principals found the reflective interviews to be an effective way to determine whether or not they were accomplishing what they had intended with their actions (Dwyer, et al., 1983). These case studies provided valuable insight into the realities of the principal's world. The scope of the Dwyer, et al. (1983) study is restricted and the data collected are local, however, grounded studies such as these are necessary to learn more about the nature and extent of principal participation in activities involving the implementation of special education programs.

Barnett (1986, 1987) has used the model of instructional leadership as a means of professional development. In-service principals are encouraged through shadowing and scripting of one another and then conducting reflective interviews to build their own conceptual maps of their leadership behavior. Besides reducing their sense of isolationism, principals who have participated in the Peer Assisted Leadership program have reported changing their choice of administrative actions and to a lesser degree modifying their leadership perspective.

These research initiatives provide hope where there has been little theory-based research and few models to guide research and the training of the special education leadership function of school administrators. Both the research and training of both groups has suffered from redundancy and rhetorical admonitions.

Simultaneously, research and reviews of management practices in the effective schools movement have been questioned as being too mechanistic by Sergiovanni (1987). Variables associated with effective schools are alternating tightly and loosely coupled. In Sergiovanni's view they are, however, misplaced. He believes the variables should be tightly coupled with regard to goals, values, and a sense of mission with loosely coupled to "allow wide discretion in how the values are to be embodied." Successful leaders do not view teachers as workers to be programmed and closely supervised, but as professionals to be inspired and held accountable to shared values and commitments (Sergiovanni, 1987, p.126-127). This line of leadership studies and organizational analysis views leadership as sense-making and building organizational cultures that support professionals practicing and developing through reflection-in-action. This framework is the model adapted by the Principals Training Simulator in Special Education project to illustrate the integration of recent research on the principalship and special education. (See Figure 2).


COMMUNITY
Locale
SES
Ethnic Composition
Transiency
Parent Support
BELIEFS AND EXPERIENCES
Professional Experiences
Personal History
Philosophy of Schooling
INSTITUTIONAL CONTEXT
District Programs
State Programs
Federal Programs
Professional Affiliations
PRINCIPAL'S ROUTINE BEHAVIORS
Goal Setting and Planning
Monitoring
Evaluating
Communicating
Scheduling, Allocating Resources and Organizing
Staffing
Modeling
Governing
Filling In
INSTRUCTIONAL CLIMATE
Physical Plant
Social Curriculum
Discipline
Interrelationships: Students, Staff, Community
INSTRUCTIONAL ORGANIZATION
Academic Curriculum
Structures and Placement:
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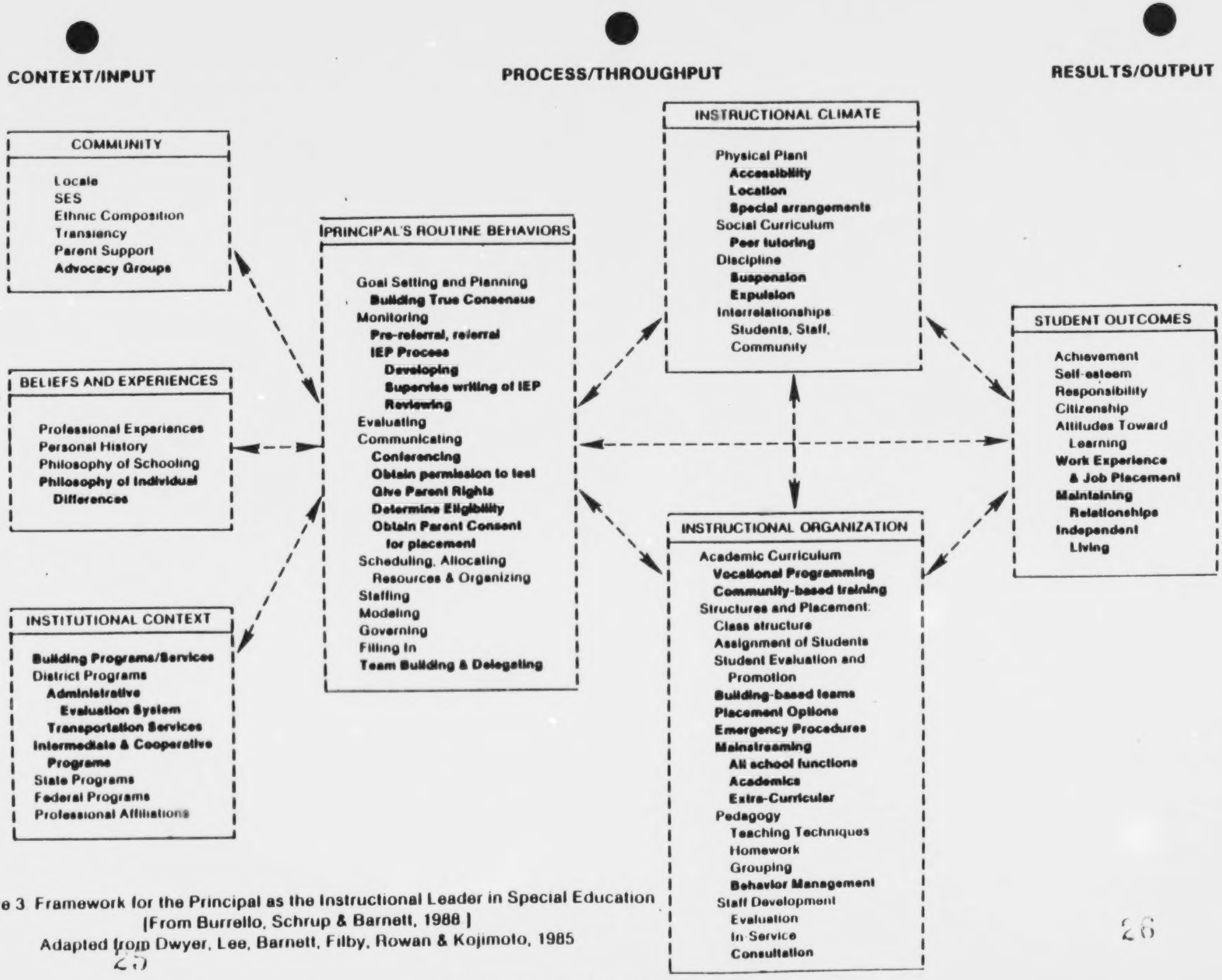
Assignment of Students
Student Evaluation and Promotion
Pedagogy
Teaching Techniques
Homework
Grouping
Staff Development
Evaluation
In-Service
STUDENT OUTCOMES
Achievement
Self-esteem
Responsibility
Citizenship
Attitudes Toward Learning

Figure 2: Framework of instructional leadership
[From Dwyer, Lee, Barnett, Filby, Rowan & Kojimoto, 1985]

The PTSSE project staff and its Advisory Board delineated generic factors in the instructional framework (Figure 2) to highlight those aspects of the principal's role which Gage (1979) described as "just providing good education". Figure 3 reflects our adaptation of the specific elements for which a consensus could be obtained and research referenced. Figure 3 depicts those specific elements which, we believe, drive those aspects of a principal's context and routine behaviors leading to student outcomes well established to meet the needs of students with exceptional needs.

The PTSSE staff selected and sorted items and telephone protocols from the revised SEATS simulation package developed by Dr. Daniel Sage in 1967 and its revisions in 1980. New items were added and then sorted using the generic factors from the original instructional framework. This categorization should aid both the instructor and student alike in the integration of role responsibilities of the principal and special education management functions. We encourage the use of the framework as an instructional device to assist in this integration.

Finally, it is the intent of the PTSSE staff to use the updated framework to conduct research and train school administrators to experiment, trace, and estimate the impact of their behavior on policy alternatives through school improvement interventions. These interventions require school leaders who believe that their modeling, teaming, and coaching activities of their staff can lead to more integrated school climates and instructional organizations that support the education of all students more appropriately.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PROCESS/THROUGHPUT
RESULTS/OUTPUT
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Transiency
Parent Support
Advocacy Groups
BELIEFS AND EXPERIENCES
Professional Experiences
Personal History
Philosophy of Schooling
Philosophy of Individual Differences
INSTITUTIONAL CONTEXT
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Evaluation System
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Intermediate & Cooperative Programs
State Programs
Federal Programs
Professional Affiliations
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IEP Process
Developing
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Reviewing
Evaluating
Communicating
Conferencing
Obtain permission to test
Give Parent Rights
Determine Eligibility
Obtain Parent Consent for placement
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Staffing
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Governing
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Class structure
Assignment of Students
Student Evaluation and Promotion
Building-based teams
Placement Options
Emergency Procedures
Mainstreaming
All school functions
Academics
Extra-Curricular
Pedagogy
Teaching Techniques
Homework
Grouping
Behavior Management
Staff Development
Evaluation
In-Service
Consultation
STUDENT OUTCOMES
Achievement
Self-esteem
Responsibility
Citizenship
Attitudes Toward Learning
Work Experience & Job Placement
Maintaining Relationships
Independent Living

Figure 3. Framework for the Principal as the Instructional Leader in Special Education
[From Burrello, Schrup & Barnett, 1988.]
Adapted from Dwyer, Lee, Barnett, Filby, Rowan & Kojimoto, 1985

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ORIENTATION AND PRE-ASSESSMENT PROCESS

The PTSSE simulation has been built in response to a number of factors. First and foremost has been the well documented, limited preparation program offerings in certification and degree programs leading to principal preparation. As Sarason and Doris have pointed out, our preparation programs have systematically separated regular and special trainees to have distinct attitudes and skill training that permeates their practice once they arrive on the job. In spite of the limited preparation opportunities available in administration preparation in special education programs, that same separatism pervades the public schools and is fostered by the attitudes we bring to the training of administrators and certainly reinforced by federal and state institutional arrangements and regulations.

Calls for the merger of special education by Reynolds, Wang, and Walberg (1986), Skrtic (1987), Gartner and Lipsky (1988) and Will (1986) are commendable. The research on administrators role relationships concerning the implementation of special education programs at the local level is replete with the findings that the beliefs and experiences that principals bring to their jobs influences their attitudes toward, their willingness to learn, and their behavior in a leadership role.

For these reasons, the PTSSE extended the introductory material on Dormit, originally designed by Dr. Daniel Sage, to include a novel pre-assessment process that assesses participants' attitudes and knowledge of best practices of programs for exceptional children. The PTSSE staff developed both a specialized video tape tour of Dormit for pre-service students seeking principal certification and an observation/assessment device to determine their attitudes toward and knowledge about exceptional students.

The observation/assessment instrument asks participants to consider questions posed to three candidates seeking principalships at elementary, junior high, and secondary levels. Participants observing the videotape are asked to respond to the candidates' answers and to generate questions of their own for the interview panel.

Instructors using the PTSSE then should review participant/trainee responses in order to:

1. Determine what specific attitudes or knowledge about best practices they will need to address;

2. Prepare lectures, discussions, specific readings, and outside class activities in addition to PTSSE simulation materials;

3. Provide the necessary information to influence attitudes and increase knowledge to be a more effective principal.

INSTRUCTIONS FOR THE USE OF THE PREASSESSMENT/OBSERVATION TAPE

Please read these instructions carefully as they will assist you in getting the maximum benefits from this tape.

1) Distribute the participant preassessment form. Allow approximately 15-20 minutes for its completion.

2) Collect the pre-assessment forms.

3) Start the tape.

4) The tape begins with a tour of Dormit which lasts approximately 12 minutes. Pause the tape at the conclusion of the tour.

5) Distribute the Participant Observation Form. Explain the use of this form at this time. The participant is to view the interview and then respond to the questions for that candidate only.

6) Start the tape again.

7) Pause the tape at the end of the first interview (which lasts approximately 9 minutes).

8) Allow participants time to respond to the set of questions on the Participant Observation Form for the first principal candidate.

9) Start the tape for the second interview.

10) Pause the tape at the end of the second interview (which lasts approximately 11 minutes).

11) Allow participants time to respond to the set of questions for the second principal candidate.

12) Start the tape for the third interview.

13) Pause the tape at the end of the third interview (which lasts approximately 12 minutes).

14) Allow participants time to respond to the set of questions for the third principal candidate.

15) Show the conclusion of the tape and have participants answer the final question on the Participant Observation Form.

16) Collect this form.

INTRODUCTORY INSTRUCTIONS*

The Principal's Training Simulator in Special Education (PTSSE) is intended to provide a common experience for students who want to learn various approaches to problems which typically confront an administrator. No real-life situations are ever quite alike, nor are the approaches or solutions ever the same.

By studying simulated situations, all the members of a group can begin equally with the same information that bears on decisions made. After dealing with the problems and making decisions, the trainees can participate in a discussion of the pros and cons of handling each case.

When using the PTSSE, the following guidelines should be employed. Individual instructors may choose to vary somewhat from these suggestions.

1. Emphasis should be on active participation, with little concern or apprehension about academic grades;
2. All participants should understand that their handling of each situation and their decisions for each simulation will be subject to discussion and critique by the entire group;
3. Participants can benefit most from the simulations by playing each role to the optimum, including wearing name tags and using the role name in signing papers and in oral communications;
4. In responding to written materials, each participant should identify his/her communication with an I.D. number which the instructor will assign;
5. The material in Section A of this booklet is primarily for orientation purposes, as are other supplemental background booklets which the instructor may make available, usually on a non-consumable basis;
6. Sections B, C, and D are bound to protect the security of the contents until the instructor is ready to use them. Do not open these sections until you are instructed to do so;
7. Each item in Sections A, B, C, or D which may suggest a response carries a code designation (A-3, B-11, etc.). In responding to each item, participants should code their responses with the appropriate code designation.
8. Included at the back of this booklet are three types of forms which may be detached and used: inter-office memo forms, letterhead stationery, and "reaction forms" to indicate what action was taken, who was involved, and why the action was taken.

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*This material is copied directly from the Participant's Booklet.

INSTRUCTIONS FOR SECTION A

At the time when participants' booklets are distributed, or when instructions are given to participants regarding the procurement of the booklets at a bookstore, it is advisable to point out the peculiar nature of the booklet. Users of the booklet should be advised that while Section A is open for perusal, the remaining sections are sealed shut, with instructions clearly indicated on the front page of each section to refrain from opening the section until instructed to do so. The non-consumable "Data Bank" materials (the first three background booklets) should be used in conjunction with Section A to provide a complete orientation to the simulated environment, and may be retained or made available as a reference throughout the exercises in succeeding sections. The instructions for Section A, which are printed at the beginning of the student booklet, are reproduced in this Instructor's Manual on the following pages to permit the instructor to give added emphasis to any detail which appears necessary, and to introduce any local ground rules.

The main objectives of Section A are:

1. To provide the student with a background of factual information on which to base decisions on remaining problem input;
2. To provide the student with a feel for the affective aspects of this situation, as an aid to "getting into role";
3. To present a few problem situations of both major and minor magnitude, as a sample of the in-basket problem-solving format that constitutes the remainder of the game;
4. To give the student a "dry run" on the mode of response he will be using, that is, the reaction form, the school district stationery, etc.

PARTICIPANT'S INSTRUCTIONS FOR SECTION A*

Now get into character. You are a principal (Mr., Ms., Miss, or Mrs., as you wish). Your background of experience and training is known only to you, but somehow you have qualified for employment in the Dormit Central School District in the state of LaFayette as a principal. It is now August 16 of whatever year you choose. You have just moved into town and have found your office. You have visited the area once before, last spring, when interviewing for the position. At that time, you met a number of people and took a tour through the city and the district in order to see buildings and programs and, in particular, the special education facilities for which you are now assuming some responsibility, but you do not know very much about your new job nor about the new community in which you will be working. However, some of the persons with whom you will be working have been thoughtful of your situation and a number of steps have been taken to get you oriented as soon as possible. On August 15, you have come by your office in the afternoon, primarily to unload some books and professional materials for which there was no room in your new home while unpacking. Also, you wanted to check on what you should be doing tomorrow, your first full day on the job.

While in the office, you find that your secretary, Sally, who has worked in the district for some years and has previously been a general secretary to the Curriculum Consultant Staff, has placed on top of your desk a number of communications, booklets, etc., which have been accumulated by your colleagues to assist in your orientation. While you have only a few minutes to look at these materials now, you will be able to take them home overnight to study and become more fully acquainted.

We are all expecting great things of you. We certainly are glad to have you aboard and will look forward to working with you this year.

---

*This material is copied directly from the Participant's Booklet.

Procedures

1. Direct participants to read the introduction pages of the Particpant's Booklet. Clear up any questionable points and cover any local ground rules.

2. Assign initial study of the contents of Section A (overnight in longer workshop formats; one or two hours in Micro-workshops).

3. Point out the use of the response materials, giving any specific instructions about responding to items A-1 through A-6. It is recommended that students be reminded to decide for themselves what kind of response is appropriate to these items and that the wastebasket is one legitimate kind of response.

Assignment

The participant as a new principal should make a list for Dr. Forney and Lee Blank (to be handed in to the instructors) of the goals to be set and the proposed activities to be pursued, separated in terms of August 15 (opening day), the next six weeks, and the next six months.

Feedback A - For Pre-Service Audiences

Following initial study of Section A, the following procedural steps are recommended:

> Discussion of "What's Rotten in Dormit" (60 minutes plus). This is best accomplished by a role playing arrangement of the 10:00 a.m., August 16th, interview between a multiple principal (the entire student group), Dr. Forney (an instructor), and Lee Blank (an instructor). This requires the instructors to have a high level of familiarity with the material in Section A and to be ready to improvise information not included. It has been found most productive to play Dr. Forney as a somewhat noncomittal, ambiguous individual, who does not provide firm answers, but makes suggestions to the principal as to how he/she might check out information he/she wants to know. Issues which should be recognized by the principal (manipulated into the discussion if necessary) include:
>
> > The question of Least Restrictive Environment.
> >
> > The question of work load for speech therapists and psychologists.
> >
> > The ambiguous status of the supervision role of the Special Education Consultant.

The alleged bottleneck in enrollment at the Junior High level and the questionable comfort of the program at North High.

A principal serving two buildings (West Side/McKinley).

The segregation of the West Side School and the conflict in the curriculum and the approach to instruction.

The orientation of new principals to complex jobs.

The orientation and training of principals to be front line supervisors of as much of the Special Education programs as possible.

Mediating the relationship between resource, itinerant teachers, special class teachers, and regular teachers.

Capacity of principal to integrate supportive and related services personnel.

Program adequacy for those low incidence handicapped children being served by other school systems (hard of hearing at Schuyler School District; blind and orthopedic at Metropolis), and for the severely handicapped who have just begun to be served at West Side.

The need to clearly establish the new principal's role and reduce the ambiguity of Lee Blank's role with particular respect to:

1. Relationship in orientation, supervision, and in-service development of special class teachers.
2. Relationship with the role of the Special Education Consultant, in all leadership activity at the building level.
3. Relationships with the role of the Director of Pupil Personnel Services in child placement.
4. Relationship with the role of Directors of Curriculum in special education curriculum determination.
5. Present concrete problems of Least Restrictive Environment, the segregation inherent in specialized buildings, and the question of degree of necessary or desirable segregation, as weighed against the advantages of technological specialization.

Feedback A - For In-Service Audiences

Following initial study of Section A, the following procedural steps are recommended:

> Discussion of "What's Rotten in Dormit?" (60 minutes plus). This is best accomplished by a role playing arrangement of the 10:00 a.m., August 16th, interview between a multiple principal (the entire student group), Dr. Forney (an instructor), and Lee Blank (an instructor). This requires the instructors to have a high level of familiarity with the material in Section A and to be ready to improvise information not included. With this audience, it has been found most productive to use this meeting as an agenda setting meeting for the upcoming school year, including special education issues. Dr. Forney and Lee Blank should both be prepared to provide some direction and answers. The issues raised in the Feedback section for pre-service audiences may also be applicable for in-service audiences.

INSTRUCTIONS FOR SECTION B

Review

Before moving into B, it is useful to review, when collecting the assigned goal statements, any points on which questions may still exist from Section A. A comparison among students, of their goal setting performance--what each saw as most critical and urgent--provides a broadening of insights into the problem issues facing the principal.

This review should also include an analysis of pre-assessment data collected from the trainees/participants and their responses to A packet.

Objectives

The written correspondence and telephone messages in Section B are selected and arranged to:

1. Expose the participant to the breadth of problems confronting the administrator in a typical day, ranging from "administrivia" to major conceptual issues.
2. Identify some specific problem areas which appear to be present in Dormit and which suggest needed intervention.
3. Call particular attention to the problem of role clarification and responsibility in the execution of supervisory and administration tasks such as pupil placment, personnel scheduling, duty assignment, etc.
4. Call attention to outside forces which promise to influence the administrator's range of operation.
5. Present concrete problems of Least Restrictive Environment, the segregation inherent in specialized buildings, and the question of degree of necessary or desirable segregation, as weighed against the advantages of technological specialization.

Procedure

1. **Method of responding**: To conduct the in-basket work session involving Section B, procedural instructions will need to be given regarding the handling of items and responses. Instructions which are in the participant booklet are reproduced in this manual. It is recommended that students be advised to follow whatever sequence they prefer in dealing with the items, but that they should indicate sequence by listing the item number on a reaction form. It is advisable on Section B especially, to insist that students respond to the item, then enter the information on the reaction form, before moving on to another item. The instructor should supply paper clips so that all of a student's responses can be kept together for processing.

2. Method of Scoring: Scoring of each item will be done according to the method described on page 9 in this Instructor's Manual.

3. Time Constraints: While there are merits in allowing sufficient time to carefully respond to each item, it has been found useful to impose time limits which force the student to be selective in his responses, to set priorities, and to be realistically rushed. If there is time to spare, it is probably better to allow more time for feedback discussion than to extend work session times.

4. Phone Calls: The phone call problem inputs have been designed to add variety to the problem presented, requiring the principal to "shoot from the hip" on some items.

Phone call item B-1 is not situationally specific to Section B and could therefore be used with any of the later sections; however it is designed to focus on the establishment of role and responsibility, which fits well with the other content in the written items in Section B.

Depending on the mechanical arrangement for introducing the phone calls, and the number of participants involved, it is possible to schedule so that every participant gets at least one call. The ideal procedure is to allow two hours for the work session, and begin making phone calls after 15 minutes of the session have elapsed, in order to allow students to get into the written material. If two instructors are available and equipment allows making two calls at a time, setting a five minute limit on each call will permit 20 students to be called by each caller during a one hour and 40 minute period remaining. If total time limits are shorter, it is usually possible to limit each call somewhat. It is also quite effective to use only one call per person, since the feedback process allows all participants to hear and discuss each of the calls introduced.

The scripts supplying the role set, the initial input, and suggested secondary follow-up arguments are printed on the following pages.

The calls, which originate from specific characters in the simulated environment are sex specific and are probably best initiated by an instructional assistant of the right sex. However, it has been noted that as participants become accustomed to role playing activities, they are able to comfortably deal with roles being assumed by persons of either sex.

PARTICIPANT'S INSTRUCTIONS FOR SECTION B*

You have now been on the job for about six weeks. School has been in session about a month and no major crises have occurred. You have had a chance to become somewhat acquainted with all of the staff within your areas of responsibility, and with each of the other administrators with whom you would expect to have dealings. However, you have had little opportunity to get to know the details of the programs or to evaluate what is happening. It is obvious that you will need to be doing this.

You have found Lee Blank to be a great help in getting yourself acquainted, but you have not yet pinned down precisely the "territory" of your role versus his. You may want to work on that, especially as it affects some of the "unusual" units of your school, such as the moderate/severe program at West Side.

You have been away from the office for two days, attending a conference at the University of LaFayette in Capital City. When you return on September 30th, you find your in-basket filled with the items comprising Section B of this booklet. You have an hour or two (your instructor will indicate exact time limits) to deal with these items before going on to an important district staff meeting that will take the rest of the day. You should handle as many of the items as possible, as well as you can, in the time available.

In responding, follow the procedure for completing the Reaction Form, being sure to fill in all parts of the form. Since you will need to use two pages of Reaction Forms, number them so that your instructor will be able to determine your sequence in responding to items. You may use whatever sequence appears most appropriate. Remember, when you feel that a written response is appropriate, you should actually do it. If a memo, don't say what you would write, write it!

---

*This material is copied directly from the Participant's Booklet.

PHONE CALL SITUATION B-1

Instructions to role player: You are Mr. (Mrs.) Greene. You have just moved from Kitchner, Ontario, last week where your son was identified as a student with a moderate disability. As with all students with moderate disabilities in Kitchner, your son was educated with age-appropriate peers in a regular school setting.

You are calling K. Tucker because the Dormit Case Conference Committee (DCCC) has recommended your son be placed at West Side School, which is a segregated facility for students with moderate and severe disabilities. You feel this is an unacceptable placement.

"Hello, K. Tucker, this is Mr. Greene. I am calling regarding the recommended placement of my son Brian. The DCCC has recommended that he be educated at West Side School. Even though my son has moderate disabilities, he has always been educated in an age-appropriate, integrated setting. I really believe that this placement at West Side School will be detrimental to his social and academic development. As a result, I have decided that I want him placed in a regular school, not a segregated school."

(Other points to mention if opportunity arises)

1. How can you justify having these students segregated from the general school population?
2. His records from Kitchner indicate that he was successful in a less restrictive, integrated setting.
3. Brian received speech, occupational, and recreational therapy in Kitchner, so I assume he will also receive these services here?

PHONE CALL SITUATION B-2

Instructions to role player: You are Mr. (Mrs.) Lane and you have been out of the country on business. Upon your return, your son, who is a learning disabled student at North High School, showed you his class schedule. You are concerned because the classes he is registered for do not meet the requirements for graduation, which you thought was one of his IEP goals.

"Hello, V. Saeger, this is Mr. Lane. My son, Tom, is a junior with a learning disability. He showed me his class schedule, which has raised some question about his educational program. I was under the impression that we had agreed that one of Tom's IEP goals was to earn a high school diploma. His current schedule includes some courses that do not lead in this direction.

"In addition, his LD teacher and regular teachers are supposed to be collaborating to ensure Tom has the support he needs to succeed in his classes. From talking with Tom and examining his homework, it does not appear any collaboration is taking place. Because of Tom's problem, this lack of collaboration, which is part of his IEP, will undoubtedly lead to failure for Tom. I feel it is imperative that these problems be rectified immediately so Tom does not fall behind."

(Other points to mention if opportunity arises)

1) Who is making the decisions regarding Tom's schedule?

2) Who is responsible for monitoring Tom's program to ensure the strategies in the IEP are followed?

3) Do regular and special education teachers ever talk to each other?

4) Were Tom's regular teachers involved in the development of his IEP?

FEEDBACK FOR SECTION B

Optimal workshop scheduling calls for an arrangement of activities so that a time lapse, perhaps overnight, occurs between the work session and the feedback period. This permits the instructor or his/her assistants to collect the written items at the end of the work session, review and sort them so that particular responses can be selected to be read back to the group for illustration purposes and discussion. It is useful to select contrasting examples of responses, and any which are unusually creative, unusually good or bad (in the instructor's judgement) to provoke controversy and discussion.

It is useful to begin discussion by asking for a group response regarding which items were perceived as most crucial, in terms of time urgency, in terms of long-range effects, in terms of threat or risk, etc. This usually results in the selection of a few items on which the major emphasis of discussion will rest.

If technical capabilities permit the playback of recorded phone calls, particular samples selected for interest in the manner by which they were handled; can also be introduced into the discussion.

The variety of issues may be seen in the items of Section B. The major ones have been organized according to the framework the author has adapted from Barnett's Instructional Leadership.

1. Community Relations
   Items B-15, B-16

2. Beliefs and Experiences
   Items B-11, B-14
   Phone Call B-1

3. Institutional Context
   Items B-12, B-13, B-14, B-16

4. Principal Routine Behaviors
   Items B-10, B-12, B-13, B-14, B-16
   Phone Call B-1

5. Instructional Climate
   Items B-11, B-13, B-14
   Phone Call B-1

6. Instructional Organization
   Items B-10, B-11, B-13, B-15, B-16
   Phone Call B-1

7. Student Outcomes
   Items B-11, B-16

Follow-Up Activities

The Special Education Director Mediation Role Play

It is anticipated that item B-11 will suggest the need for a role play meeting between the two conflicting parties in the memo and point out the need for the Director of Special Education, Lee Blank, to act as a third party mediator. This role play activity involves issues relating to power and conflict. An introduction to such issues, which may be used as a hand-out for participants or may be used by instructors as a lecturette, extrapolating learnings during the processing of an activity, is included at the close of Section D, pages 65-70 of this manual.

Purpose:

1. To develop understanding of causes of interpersonal conflict;
2. To practice third party mediation skill;
3. To practice observing behavior;
4. To practice giving and receiving feedback;
5. To explore an area of conflict between general and special education.

Materials:

1. PTSSE memo B-11;
2. Role Playing Instructions (p. 35);
3. Role Scripts;
4. Conflict Mediation Instructions (p. 71-73);
5. Conflict Mediation Observation Guide or Conflict Observation Guide.

Roles:

1. Lee Blank, Mediator;
2. J. Coleman;
3. L. Petre;
4. Observer.

(Note: there may be any number of similar quartets.)

Steps:

1. State purpose;
2. Review memo;
3. Set the scene: The Special Education Director has been asked by a teacher to use influence to get the principal to understand how the special class is being discriminated against. The principal feels that too much of a fuss is being raised. Lee has decided to meet with the two people to try to resolve the problem. The meeting at McClellan Junior High School is going to begin in a few minutes;
4. Review Role Playing Instructions to prepare participants for role playing;
5. Have participants count off, forming groups of 4;
6. Within groups, allow for choice of roles;
7. Assign roles and hand out:
    a. scripts to Lee, L. Petre, and J. Coleman
    b. mediation instructions to Lee Blank and observer
    c. observation guide to observer
8. Allow time to review and ask questions. Mediators, observers, and role players review in separate groups;
9. Stress: skill practice more important than closure or resolution (many will not finish);
10. Begin role play;
11. Stop action -- feedback from observer;
12. Resume role play;
13. Stop action -- feedback from observer and discussion of what occurred;
14. Lee Blank shares Conflict Mediation Instructions with quartet. (Hand out copies to all.);
15. Total group -- discuss the skill and what occurred (learnings and applicability of process);
16. Discuss content -- special education/general education conflict.

ROLE PLAY

You are J. Coleman, Principal of McClellan Junior High School. You are a little surprised and annoyed by Lillian Petre's memo to Lee Blank. You did not realize there was any problem with the LD program in your building. You really haven't given this much thought, because you thought the problem had been solved and you don't see Lillian's concerns as being any big deal. You haven't "dug your heels in" on this issue though and will listen to what she has to say but you hope both she and Lee Blank understand that you are facing some constraints of your own in your building.

You are Lillian Petre, a new LD teacher at McClellan Junior High. You are very upset and frustrated by the situation at your school. You have tried to talk to Mr. Coleman about your concerns and you just don't get anywhere. You think he is very insensitive to the needs of your kids. You're hoping to have Lee Blank's support in this meeting.

You are Lee Blank, Special Education Director for the Dormit School Corporation. You are hoping to act as a mediator between J. Coleman and Lillian Petre in this meeting. You think Lillian has some valid concerns, but you would rather she and Coleman work out a compromise instead of having to issue any directives yourself. You want to be sensitive to J. Coleman's position, too.

INSTRUCTIONS FOR SECTION C

Review

In preparation for Section C, it is advisable to discuss with the participant group the fact that one limitation of simulation is its lack of responsiveness to an infinite number of individual courses of action which players may have taken. Although certain participants may have elected to follow some specific procedure in Section B, they may find that Section C is structured as if that procedure had never happened. An example is the complaint expressed by one participant that "I fired that trouble-maker in Section B, but I am still getting flack from him/her in Section D." While the lack of realism is sometimes disconcerting, it is believed that the sequence of situations, as carried from Sections A through D are ones which are representative of what would be likely to happen in an environment of the type presented by Dormit.

Objectives

The content of Section C is intended to:

1. Develop awareness of current problems associated with teachers' negotiated contracts and grievances, particularly where mainstreaming issues are concerned;

2. Initiate planning for long-term programming direction in light of policy implications of new and proposed legislation, as well as administrative priorities;

3. Raise the issue of appropriate accountability to parents and other consumers, and what constitutes due process.

Procedure

The group activities which took place following the feedback sessions in Section B may have a bearing on the way some of the problems of Section C are addressed.

Instructions to participants for Section C, which will be revealed to them when that section of the booklet is torn open, are reproduced in this manual on the following page. In general, the same time limits and procedures on responding, phone call input, etc., as were used in Section B will be applicable here.

PARTICIPANT'S INSTRUCTIONS FOR SECTION C*

You have now been on the job for about six months. You have observed and made informal evaluations of most of the staff and the on-going programs being conducted. You have worked out your role relationships with your staff and have clarified somewhat the difference between administration, supervision, and consultation. The question of jurisdiction between yourself and Lee Blank remains ambiguous at times.

The issue of due process in decisions regarding child programming is receiving attention. The power of the Dormit Federation of Teachers is obvious, but their position on some issues including mainstreaming is still in doubt.

You have been away for a day, and returning on February 15th, a number of items await your wise and skillful action. Again, there will never be sufficient time to deal with these as thoroughly as you would prefer. Most administrators learn to practice selective neglect.

In responding, remember that although it may be quite appropriate to handle something orally, with a phone call or face-to-face meeting, it is necessary for the purpose of this exercise to make written notes regarding your intended actions, at least on the Reaction Forms, and for more details, on other memo paper.

---

*This material is copied directly from the Participant's Booklet.

PHONE CALL SITUATION C-1

Instructions to role player: You are Pat Feasel, parent of a child at McKinley Elementary School. You honestly believe that your son has a speech problem which needs attention. You have discussed this with the speech therapist, but due to her caseload, she does not have time to see another student and she doesn't feel your son's problem is severe enough. You have heard Adams referred to as the "retarded school" because of the large number of special education classes there and you know that most of Miss Matson's students are from these classes. You're calling K. Tucker because you're concerned that normal kids are being overlooked in receiving services.

"Hello, Mr. Tucker. This is Pat Feasel, and my son Gregg is one of the students in your building. I have been trying to get my son in one of your speech classes all year. I know that your speech teacher, Miss Matson, has a full caseload of retarded kids (EMR's). So she does not have time to see Gregg, or so she says. She has also told me that my son's problem is not severe enough to warrant enrollment in her speech class. Your school (McKinley) is getting quite a reputation as being a "retarded school." It is becoming obvious to me that the normal kids are not getting their fair share of attention. I want to know what you are going to do about getting my son the speech services he needs and deserves."

(Other points to mention if opportunity arises)

1. By the way, who decides the severity of my son's problem anyway?
2. If you cannot help me, then who can?
3. Why isn't there a speech therapist for the normal kids?
4. How much speech progress can retarded kids make in speech anyway?

PHONE CALL SITUATION C-2

Instructions to role player: You are Mr. (Mrs.) Weber. Your daughter, Stephanie, is a student in the moderate class at West Side School. Her teacher, J. Sullivan, has taken his students on what you consider to be a large number of field trips. You are calling K. Tucker to express your concern about this.

"Hello, K. Tucker, this is Mr. Weber. My daughter, Stephanie, is in J. Sullivan's class for students with moderate disabilities. I am concerned about all those field trips they have been going on. These trips take away from class time. Just last week they went to McDonald's. I don't see how this kind of trip is going to help her. What she needs is as much time in class learning as she can get. I would appreciate it if you could talk to Mr. Sullivan and tell him to concentrate on teaching instead of these unnecessary field trips."

(Other points to mention if opportunity arises)

1. I have heard from other parents that the other teacher who's been there a lot longer doesn't go on this many field trips.
2. Kids in normal classes don't go on this many field trips.
3. Do you think these field trips really do any good?

FEEDBACK FOR SECTION C

Procedures similar to those outlined for Section B are recommended for succeeding Sections. It may be noted that some participants are being more selective in their responses to Section C and are grouping the items on the basis of content or in terms of the similarity of approach called for in dealing with them.

In the process of discussing alternative modes of response to Section C, it may be productive to help students conduct an analysis of their own problem-solving behavior. A model for such analysis, developed and used in connection with the PTSSE Game, is also applicable to any other problem-solving situation. This model provides for stepwise consideration of each item as presented on the following page.

A variety of issues may be seen in the items of Section C. The major ones center around:

1. Community Relations
   Item C-21, C-26
   Phone Call C-1

2. Beliefs and Experiences
   Item C-21, C-28, C-29

3. Institutional Context
   Items C-24, C-25, C-26

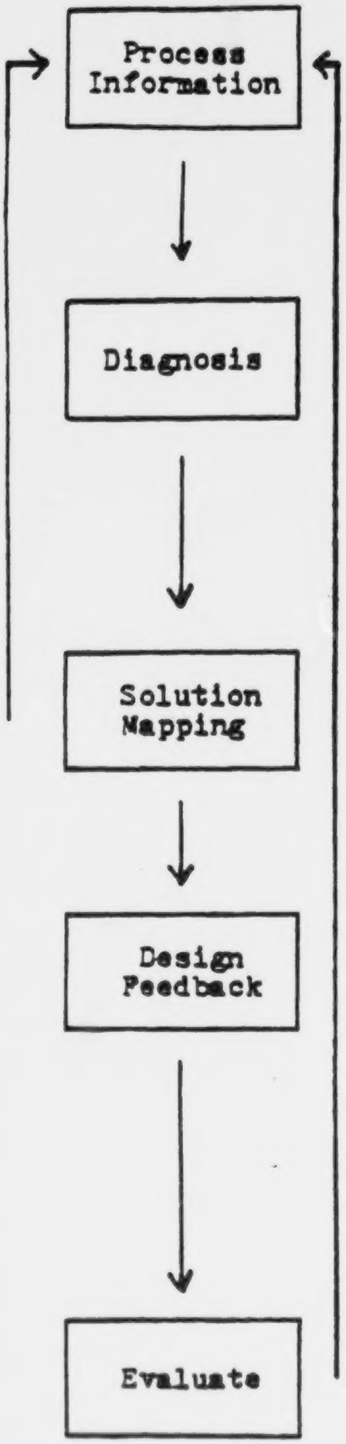
4. Principal Routine Behaviors
   Items C-20, C-22, C-24, C-25, C-26, C-27, C-28

5. Instructional Climate
   Items C-21, C-24, C-27, C-28

6. Instructional Organization
   Items C-20, C-23, C-25, C-26, C-27, C-28
   Phone Call C-1

7. Student Outcomes
   Item C-21

Problem Solving in the PTSSE *



(What does the message say?)
1. Is message
    a. reliable or questionable?
    b. clear or equivocal?
    c. contradictory?
2. Do I need more information?
3. What seems to be the key bit(s) of information?
4. What can I ignore?

(What is the core problem(s))
1. State problem
    a. human
    b. technical
    c. conceptual
2. Describe situation as you would like it to be
3. State long term and/or short term objective (behavioral or performance terms)

(What can I do to change the situation?)
1. List possible strategies for attaining objective
2. Predict consequences of each strategy
3. Select "best" strategy (solution which "satisfices")

(How will I know how the organization responded to my solution?)
1. Program the solution
    a. steps
    b. persons involved
    c. information needed to evaluate effectiveness
2. Establish feedback channels
    a. check points
    b. failsafe mechanisms
    c. redundant communication channels
    d. "tickler" file

(What evidence do I need to confirm success?)
1. State a criterion of success, in terms of original objective
2. State evidence required to substantiate that criteria has been met

*This model has been developed by James W. Cleary, University of Georgia.

FOLLOW-UP ACTIVITIES

The Feedback Session for Section C will, as in Section B, point up the need for group problem-solving activity.

How Much Process is Due?

Item C-24 is expected to raise the issue of parent involvement in decisions regarding changes in placement, and what the appropriate amount of "due process" may be for various types of minor and major changes. This follow-up activity uses a role play to examine those issues. In responding to C-24, K. Tucker may have chosen to go along with the parents' desires and return Freddie to the special class. Another alternative may have been to invite the parent in for a "better late than never" informal (or possibly formal) hearing of the matter, allowing the final placement decision to emerge from such a meeting. Or Tucker may have decided to hold fast with the prior placement decision, attempt to force acceptance by the parent, and be more careful in such matters in the future. In any event, it is probable that W. Evans should realize the importance of clarifying "what process is due" in these and other kinds of placement changes.

For the sake of the role play, the instructor should ascertain by informal poll, the attitude taken by the participant group regarding these alternatives, and slant the scene setting accordingly.

Step 1: Scene Setting

"Let us assume that regardless of Tucker's response to the situation presented by Sheila O'Donnel, a conference with the offended parent, the involved principal, the initiator of the change, and the arbitrator (Lee Blank) becomes desirable, or at least unavoidable. There are two distinct things which might be dealt with at such a conference, 1) exactly what is to happen with Freddie, and 2) what constitutes necessary and sufficient process in these kinds of decisions. The conference is being held at Adams School, with Jane Wilderson, W. Evans, Sid Green and Lee Blank in attendance."

Step 2: Assignment of Roles

Role assignment sheets should be randomly distributed to groups made up of four persons each, plus one or two observers. The biases planted in the assignment sheets are fairly open, allowing each player to insert his/her own slant. However, players should be cautioned to be true to the major point of view which would be expected of the person involved. Players should be given a few minutes to think about the situation, to plan their strategy, and then move into the conference.

Step 3: The Conference

Players should be allowed thirty to forty minutes to carry out the objectives of the conference. At two or three points along the way, the instructor should intervene to check with each player as to whether their major and minor priorities for the conference are being pursued or realized, using a "stop action" and question, to which each player should privately indicate an answer, in writing. This will tend to keep each participant consciously focusing on the due process issues.

Step 4: Debriefing

After participants have stepped "out of role," the instructor should point out the degree to which solutions reached by the persons in the conference signaled the shortcomings in the LaFayette Administrative Guidelines for insuring due process in the placement decisions for pupils. The culmination of these observations should be an outlining of the procedures that should be added to the laws or regulations to adequately provide for this.

DUE PROCESS CONFERENCE

Role Assignment

You are Mrs. Jane Wilderson, parent of a youngster who had been doing so well in an MiMD class that his teacher had arranged his schedule so that he was able to attend a regular class nearly half the school day. The special teacher, D. Smith, still kept Freddie in her class for some of his work, and that seems to be going well. You are not sure just what happens when he is in the regular class, but you have increasing doubts that it amounts to much. You were hardly aware of the amount of time Freddie was away from D. Smith, because it all developed gradually, and you were never formally notified of an official change. All of a sudden you realized that Freddie was missing out on the best part of teaching he had been getting, and you feel you've been cheated. You have heard discussions of parents' right to share in the decision-making about their kids, and have looked up the law. It says that parents are to be notified and have a chance to review the decision, with a hearing if desired. Since none of that happened in Freddie's case, you have caught the school system with their procedures down.

Your first priority is to get Freddie back to D. Smith full time. But if you can show up the system as acting illegally, and make them squirm a bit, that will be nice, too. So you will also dwell on what you never received--a chance to be notified and asked for your opinion and approval.

DUE PROCESS CONFERENCE

Role Assignment

You are J. Coleman, Principal at McClellan Jr. High, and wishing you didn't have to be involved in this. Those special education people get these ideas, go off half-cocked, and then you catch it when things don't work out the way they hoped. The actions Smith and Green had taken to modify Freddie's program are probably reasonable, but they didn't take the time to check out everything, so now you are all in hot water. As Chair of the LCCC, you probably should have held a formal meeting to decide on this change, but it seems ridiculous to detail every little thing. You have two objectives for this conference. First priority is to get this parent satisfied, whatever it takes. Second is to get it down in writing just when you do and don't have to go through all the notification and hearing business. If we could get that straight, and Jane Wilderson off your back, the time spent would be worth it.

DUE PROCESS CONFERENCE

Role Assignment

You are Sid Green, Special Education Consultant, and the one whose consultative advice was to try Freddie on a part-time regular and part-time special class set up. Your advice was to do it so gradually that Freddie would make the accommodation easily and hardly notice the change. If this was successful, no one else would notice either, and the child wouldn't be hassled. This didn't seem to be an official placement action (Freddie had been in special education for at least two years) and therefore didn't really require a formal notification. And you wanted to try it out first. Since it worked out so well for Freddie, the complaint now is really ridiculous.

Your first priority is to win over Mrs. Wilderson, and convince her that the current program you all have worked out is the best for Freddie. Whether she should have been notified or not is now a dead issue. Secondly, you would like to establish that changes of this type are minor and ought to be within the province of the experts to work out, at least on an experimental basis, without having to make a fetish of parent involvement at every step.

DUE PROCESS CONFERENCE

Role Assignment

You are Lee Blank, and the monkey is on your back. Sid may have goofed on this, albeit with good intentions. The decision for the kid was, in your judgement, perfect. It represents exactly the kind of mainstreaming you would hope to see happening frequently. But in the desire to do the best for the kid, Sid and the others at McClellan forgot to cover their flanks. You can't very well leave Sid out on a limb. As the head of special education, you have to stand behind your people. But you have to acknowledge that due process was violated. At this point, you can't be too much concerned about which way the pupil goes. He'll get by either way.

So, your first priority is to establish an air-tight procedure, assuring due process for everything that could involve a decision of significance to the pupil. Secondly, you have to get agreement among those present that, whatever should have been done before, future decisions will be covered by the procedures, and this kind of misunderstanding won't happen again.

Exit Interview

Item C-28 is expected to raise the issue of teacher dissatisfaction, administrative support, and communication. This follow-up activity uses a role play to examine those issues.

Step 1: Scene Setting

"Let us assume that Dr. Statano has agreed to M. Tracy's request for an exit interview. In addition to M. Tracy, Dr. Statano has also invited Lee Blank and V. Saeger. The conference is being held in Dr. Statano's office. There are two distinct issues which must be dealt with at this conference:

1) Exactly what M. Tracy's complaints are about the support provided by V. Saeger, and;

2) What V. Saeger's perceptions are of the support he provided.

Step 2: Assignment of Roles

Role assignment sheets should be randomly distributed to groups made up of four persons each, plus one or two observers. Players should be given a few minutes to think about the situation and cautioned to be true to the major point of view which would be expected of the person involved.

Step 3: The Interview

Players should be given sufficient time to carry out the objectives of the interview. At some point along the way, the instructor may wish to intervene to check with the players to see if they feel their issues are being heard.

Step 4: Debriefing

The instructor should lead the discussion of the issues brought out in the interview, the credibility of the views expressed by the players, and any other views which may have been overlooked.

EXIT INTERVIEW

Role Assignment

You are M. Tracy, a teacher of students with emotional disabilities at North High School. You have submitted your resignation and requested an exit interview with the superintendent. You are angry because you feel your only option was to resign. You have tried a number of alternatives to work out the conflict between yourself and V. Saeger, but nothing has worked. You feel V. Saeger has intentionally sabotaged your program. The lack of support and blatant disregard for your needs, as well as the needs of the students, has forced your resignation. You have requested this meeting to inform the superintendent about the unprofessional practices utilized by V. Saeger with students with disabilities.

EXIT INTERVIEW

Role Assignment

You are V. Saeger, the principal of North High School. You are suprised by this resignation because you have met with M. Tracy throughout the school year and feel you have been very supportive. You feel you are being blamed for a first year teacher's frustration with the type of students in the program. You have not treated this teacher any differently than other first year teachers. You are confused about this meeting and unsure of the support you will receive from Dr. Statano and Lee Blank.

EXIT INTERVIEW

Role Assignment

You are Lee Blank, the Special Education Director. You are not sure of all the details of this situation and are uncommitted. You are very concerned about the potential loss of a good teacher. You are also concerned about finding a replacement. Teachers of students with emotional disabilities are hard to find and you are worried about the possibility of having a class without a qualified instructor. You want to convince M. Tracy to stay on and assist both the teacher and principal to reach some workable compromises. But, in this process, you do not want to alienate V. Saeger because of the need for administrative support and cooperation in the operation of special education programs at North High School.

EXIT INTERVIEW

Role Assignment

You are Dr. Statano, the superintendent. You have called this meeting at the request of M. Tracy and the recommendation of Lee Blank. Lee is concerned about losing a good teacher and has explained the difficulty of finding a replacement for a teacher of students with emotional disabilities. You will call this meeting, but intend to take a neutral stance. You want to be empathic toward the teacher, but you also must be supportive of your principal.

Integration Incentive

After participants are exposed to Item C-29, they will need to view the tape entitled "Regular Lives."

This item and the viewing of this tape by the participants are expected to raise the issue of integration and attitudes and beliefs about people with disabilities. This follow-up uses a role play to examine these issues.

Step 1: Scene Setting

"Let us assume that Lee Blank has called this meeting to discuss the visitations and prepare the report for Dr. Statano. Lee feels there will be a variety of reactions to the on-site visitations and the best way to begin this meeting is to allow each team member the opportunity to share his/her thoughts on what was observed."

Step 2: Assignment of Roles

Role assignment sheets should be randomly distributed to groups made up of eight persons each, plus one or two observers. Players should be given a few minutes to think about what they viewed on the tape and how it impacts on their role.

Step 3: The Meeting

Players should be given 30 to 40 minutes to carry out the objectives of this meeting. The instructor should monitor the process of the group to determine if all players are being heard. Players should also be encouraged to identify those issues they wish to have included in the report for Dr. Statano.

Step 4: The Debriefing

The debriefing session should focus on the attitudes and beliefs of the players toward integration and students with disabilities.

Integration Incentive

Role Assignment

You are Lee Blank, Director of Special Education for the Dormit Central School District. One of the major reasons you chose this district was the recognition of the board of education that changes were inevitable. Coming to Dormit provides you the opportunity to explore many of the new concepts that you believe make for a progressive special education department. Now, you are faced with a golden opportunity to make a significant difference in the lives of students with disabilities. You have always believed that age-appropriate placement was the best policy. The trend toward the least restrictive environment and the regular educational initiative are "just what the doctor ordered."

Unfortunately, there remains the practical problem of balancing your personal beliefs with those of opposing views. This opposition comes from parents of students with disabilities at West Side School who are extremely devoted to the program there and a few "die-hard" faculty members. This issue has the potential for future ramifications if a coalition develops between certain faculty members and parents. However, you still remain highly optimistic about the integration movement and excited about the possibilities for future educational programming.

Integration Incentive

Role Assignment

You are J. Coleman, Principal at McClellan Junior High School. You are unsure of this new initiative of integrating students with disabilities into regular education programs and would like more information about the topic. Specifically, you would like information about the nature of the program and how it fits the overall purpose of education. Additionally, you are concerned about the effects this new trend may have on the current educational programming in your building. Basically, you are concerned about the legitimacy of the initiative. You are asking yourself if this initiative is for real or just another educational trend.

Integration Incentive

Role Assignment

You are Helen Frederickson, local Director of the Association for Retarded Citizens. Your professional concerns are with the community and parents of students with disabilities. However, you are in a very uncomfortable position; your personal beliefs do not coincide with your professional duties to represent the beliefs of your membership. You strongly support the integration initiative, but must represent the wishes of your constituency. This constituency is not supportive of the integration trend. At a recent ARC meeting, the issue of consolidation was mentioned as a possible threat to the educational well-being of students with disabilities; the reasons cited included: the high schools are too big and impersonal; faculty will no longer care for the welfare of the children; the children will be "made fun of" by the "other students." Your synopsis of the situation reflects the typical "protectionist mentality" of parents for their offspring. You are fearful of a parent "backlash" if you do not strongly support their wishes publicly.

Integration Incentive

Role Assignment

You are David Harrison, Director of Buildings and Grounds. Your belief tends to be practical in nature. Although the renovation of West Side School a few years ago greatly improved the ability to accommodate students with disabilities, there are still several problem areas within the building. Most significantly, you are concerned about maintenance costs. Equipment and supplies for the structure are getting difficult to obtain from wholesale distributors. In fact, many parts are becoming obsolete; the cost of replacement may not be worth the effort.

However, the larger issue for you is the nature in which the other members of the committee vote on the new educational initiative. Your posture is one of "wait and see" what happens. Not until building administrators agree on what the final decisions will be does this issue have any direct implications for you at buildings and grounds.

Integration Incentive

Role Assignment

You are K. Tucker, Principal of the McKinley/West Side Elementary Schools. The consolidation movement would be a blessing. Currently, you are the principal of two buildings and find it difficult at times juggling responsibilities at both locations. You would welcome students with disabilities in the McKinley School, rather than being responsible for two separate facilities, but don't want the "whole crew" from West Side either. Your prime concern is the building; you question whether McKinley has the proper facilities necessary to accommodate the various needs of students with moderate and severe disabilities.

Integration Incentive

Role Assignment

You are V. Saeger, Principal of North High School. The concept of teaching students with disabilities in regular education programs is not a new scenario for you. In a previous school dsitrict role, a similar situation existed, and you have seen the integration of students with moderate to severe disabilities work successfully. In fact, the regular students who participated in the peer-tutoring program thought it was a great experience. However, for you, the present issue looks to be more political than educational, since your building has suffered from declining enrollments the past few years. The addition of a few more students, with or without disabilities, would be a "welcome" sight, enabling you to maintain a strong power base (a larger number of faculty members). Although you personally favor the integration concept, you are fearful of the teachers' union. The percentage of union membership at the high school is 100%. Thus, you must be extremely careful on how you present this initiative to your faculty.

Integration Incentive

Role Assignment

You are H. Frank, a regular education teacher at North High School for the past five years. You are unsure of this new initiative to integrate students with disabilities into regular education settings. You have had some experience with both mildly disabled and emotionally disabled students who have been mainstreamed into your class. You have had mixed results. You have found that it is the individual student who makes the difference as opposed to assistance from the special education staff, which in most cases has been minimal.

Integration Incentive

Role Assignment

You are J. Sullivan, a teacher for students with moderate disabilities at the West Side School for the past three years. You are excited about the whole integration incentive. Based on your university training, conferences you have attended, and discussions you have had with teachers in other districts where integration is a reality, you truly believe this is the best approach to educating students with disabilities. In addition to benefits for the students, you also believe there are multiple benefits for staff - both regular and special. You are willing to serve on any committee, speak to parents, or anything else which will assist in the acceptance of this integration initiative.

Integration Incentive

Role Assignment

You are Alfred A. Cleveland, a board member. You are listening to your constituents, the parents of students with moderate disabilities, and you are unsure of the whole integration incentive. However, as a board member you have some fiscal concerns about continued maintenance of Old Westside School and the possible replacement of this building.

In addition, your grandchild is a student at Old Westside. Your daughter is a member of the parent group who is opposing the integration incentive. You see your daughter as being overly protective and you wonder whether this attitude is beneficial for your grandchild's development and future.

INSTRUCTIONS FOR SECTION D

Review

The simulated time lapse from Section C to D is three months. Whatever the real time interval between the two, participants usually will feel sufficiently involved in their role in Dormit to be able to speculate on what changes and accomplishments would have occurred and what new issues, as the year draws to a close, will be confronting the principal. Some discussion along this line, prior to opening the pages for Section D, is probably useful.

Objectives

The material comprising Section D has been selected to:

1. Call attention to the year-end press for changes in placements for pupils for the forthcoming year.
2. Demonstrate the need for establishing better communication and relationships between the special education department and relevant external groups such as the State Education Department, and parent organizations.
3. Require development of interpretive responses to persons within the system whose obstructive behavior must be moderated if many of the new programming developments are to be successfully implemented, such as mainstreaming models, the resource concept, etc.
4. Invite debate regarding philosophical issues in pupil assessment, testing, labeling, placement, particularly with minority group students.
5. Focus on some specific issues of legal claims, rights, and the costs of providing procedural safeguards and services, where mandates are subject to ambiguity.

Procedure

The instructions to the student (reproduced on the next page) again declare by fiat some events which have transpired and which set the stage for the May In-basket. If participants have received orientation to the problem-solving model as a part of Feedback C, it will be appropriate to recommend that they keep this model in mind as they approach the items in Section D. If time constraints are a factor, modification in responding to Section D can be suggested, wherein students merely indicate their solutions on the reaction forms and forego writing out other notes and letters. The phone call interaction is usually perceived as a most valuable input and should not be curtailed if it can be avoided.

In general, similar time limits and procedures are appropriate for Section D. Specific instructions, which are found in the Participant's Consumable Booklet, are reproduced on the following pages.

PARTICIPANT'S INSTRUCTIONS FOR SECTION D*

You have now been on the job for about nine months, and the year is drawing to a close. There will be a press for decisions regarding changes in placement for the forthcoming year. Attention to due process will be important.

The question of least restrictive appropriate placement continues to be a point of contention, as viewed by various constituencies.

Budget justification for all your regular program is now a must, and this will include staffing additions and changes. Such changes also must take the Teachers' Union contract into consideration.

At this time of the year, your in-basket is always full, even if you have been out of the office only for an hour. The contents of Section D are ready for your action. In the hour or two available, you should handle as many as possible while they are hot.

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*This material is copied directly from the Participant's Booklet.

PHONE CALL SITUATION D-1

Instructions to role player: You are Mr. (Mrs.) Hudson, a parent of a third grade child at Harding Elementary School. You have been to a meeting where the school staff has discussed with you the possibility of your son, Andrew, being placed in a special education class next year. Andy has made poor academic progress and has been described by each of his teachers as bright enough, but having considerable difficulties concentrating and sitting still in the classroom. You have been favorably impressed with the possibility of his getting such special help, but something new has arisen which prompts you to call McKinley Elementary School.

"Hello, K. Tucker, this is Mrs. Hudson. My son, Andy, is a third grader and is being placed in a special education class next year. I am pleased at having such a possibility available to us. A multi-categorical program in your building has been suggested as a possibility. In addition, a program for students with emotional problems at another elementary school has also been suggested. I am confused about what these programs are. I heard at the club the other day that these types of programs are for crazy kids. What's the deal? Are there actually two different types of programs? If so, which one will my son be in?

(Other points to mention if opportunity arises)

1. He just has trouble sitting still and concentrating. I don't think that's emotionally disturbed.

2. Why did Andy's teacher tell us the program would be good for him? What does she think he is?

3. I wish the school hadn't misled us! It's embarrassing to have the truth come to you from the bridge club.

PHONE CALL SITUATION D-2

Instructions to role player: You are Mrs. Carey, a parent of a special education student at McKinley Elementary School. You are upset because the IEP conference for your child was set up at a time when you could not attend because of your work schedule. You want to be involved in your child's education and feel it is important that you have input into his IEP, but you cannot afford to take time off from work. The school is always saying how important parent involvement is but, in this case, the school is preventing your involvement.

"Hello, Mr. (or Mrs.) Tucker, this is Mrs. Carey and my child, Steven, is in a special education class in your school. I don't know if this is your department or not, but I'm very upset that the IEP conference for my son can't be scheduled so that I can attend. I have a job and I just can't afford to take time off to come to school. I am very concerned about Steven, though, and I want to be involved. I want to meet all of the teachers who are going to make decisions about Steven. I just don't understand why this conference can't be held later after I get off work. Is this just a policy in your school or in the whole district?"

(Other points to raise if opportunity arises)

1. Why can't IEP meetings be scheduled like parent-teacher conferences to allow for the maximum involvement of parents?

2. A parent has a legal right to be involved in the development of the IEP.

FEEDBACK FOR SECTION D

Attention should be called to the possibilities of self analysis of problem-solving behavior, using the model presented earlier. Another useful approach is to place participants in groups of two or three each to examine each other's responses in terms of the model, with the objective of seeing more clearly the processes involved. The major issues in this discussion:

1. Community Relations
   Phone Calls D-1, D-2

2. Beliefs and Experiences
   Items D-30, D-31, D-32, D-33, D-35

3. Institutional Context
   Items D-30, D-31, D-32, D-34, D-35

4. Principal Routine Behaviors
   Items D-31, D-32, D-33, D-36
   Phone Calls D-1, D-2

5. Instructional Climate
   Items D-31, D-32, D-35
   Phone Calls D-1, D-2

6. Instructional Organization
   Items D-31, D-32, D-33, D-34, D-35, D-36

7. Student Outcomes
   Items D-30, D-34

FOLLOW-UP ACTIVITIES

The Feedback Session for Section D should point up a need for effectively managing the pursuits of a problem solution by a group. Items D-30, D-34, and D-34a, dealing with the question of a change in placement, calls for mediation between individuals holding widely varying professional opinions.

Specific instructions for the activity generated by these items serve to demonstrate the power and conflict principles mentioned in Section B.

Case Conference Committee

Step I: Overview

On the assumption that a committee meeting has been agreed upon as the means of resolving the situation with Jose Alvarez, the instructor should structure the role play to carry this out. It should be pointed out that although the Special Services Handbook provides for building level decisions (the LCCC) for this kind of case, the issue is sufficiently volatile and has potential for setting precedent, so that Lee Blank has elevated it to the district level (DCCC). However, not all members of that committee may show up. Therefore, a five-member committee has been organized to consider Jose. The parent has also been invited, but may arrive late, with or without Jose in attendance.

The Instructor may opt to have Mrs. Alvarez arrive late, in order to force other participants to examine whether their professional behavior changes when a parent (and possibly a student) is a part of the process. In groups of 15 or more, it will be best to divide the group and have two sets of role players. Observers have a function in this activity, however, if it is to be used to examine groups' roles as a phenomenon in group problem-solving.

Step II: Role Assignment

On the following pages, seven role descriptions are presented. It is recommended that copies of these be reproduced (Xerox) so that roles can be assigned to seven (or two sets of seven) group members. The role players should be instructed to leave the room for ten minutes to examine their "script", to consider the information presented in D-30, D-34, and D-34a, and to think about how they will play the role. They should be instructed to do this independently, not in collaboration with other role players.

Step III: The Action

When observers are ready, the role players should be invited to share a front table for their meeting. Name tags on the table top in front of each player will aid both observers and players in keeping straight "who is who." It has been found that sex of the player should be ignored. A male Mabel Underhill does not significantly change the process; in fact, it is better to clearly use a random process for assigning all roles. Otherwise, it is easy for certain members of a group to feel that the instructor is "type-casting" them.

The role players should be allowed to start their meeting and proceed without interference for about 15 minutes. At that time, pressure for closure can be applied by slipping Lee Blank a note stating that an emergency staff meeting has been called by the Superintendent and he must leave in 10 minutes.

Step IV: Debriefing

It is sometimes useful to record (audio and/or video) these conferences for playback analysis by the participants. Feelings may be probed regarding the outcome of the Case Conference Committee Meeting, and consideration given to the cost-benefit issues involved. This Case Conference can be used to introduce the issues of legality regarding special education placement.

CASE CONFERENCE: JOSE ALVAREZ

Role Assignment #1

You are Lee Blank, Director of Special Education, Dormit Central School District. You have decided that you should convene a District level meeting (DCCC) rather than leaving it to the LCCC to review the question of continued special MiMD class placement of Jose Alvarez. You feel that Jose's problem is one which is likely to be frequently encountered in high school age MiMD classes and that you may, therefore, profitably use this case to establish precedent, demonstrate the need for program alternatives, and perhaps arrive at some policy for handling future cases.

Your greatest concern is for a decision and future policies which will serve the total need of the individual child. A close second in your concern is to develop a climate of communication, understanding, and cooperation among the various professional personnel with whom you work in providing a good service for exceptional children. Your third concern is to have a program which is clearly recognized as "good" and appropriate for children, under the provisions of (and perhaps in spite of) the legal structure in the State of LaFayette. A major contributor to this concern is your knowledge that unless the program meets state standards, funds supporting the program could be in jeopardy. You know that the commitment of your superintendent and school board to Special Education would cool rather sharply if state reimbursement for the program were less generous than it has been.

You have asked for this case conference to be held in the office of V. Saeger, Principal of North High School. All of those persons you expect to participate are now present: Mrs. Mabel Underhill, Jose's teacher; Mr. V. Saeger, Principal; Dr. D. Golden, School Psychologist; Mrs. Sally Kolowski, School Nurse. Each of these has been asked to bring whatever notes he/she has relevant to this problem. Mrs. Alvarez has been invited to come and bring Jose, if she wishes. You will be surprised if they show up.

CASE CONFERENCE: JOSE ALVAREZ

Role Assignment #2

You are Mrs. Mabel Underhill, MiMD teacher at North High School. You have had Jose in your class for two years now, and he has been one of the brighter spots in your life, due to the fine way he has responded to your instruction. When coming to you, he was sullen and discouraged about school as a whole. He had difficulty at that time with second grade reading material and scored 3.1 on a Gates Advanced Primary Reading Test. He now scores between 4.2 and 4.9 on three different standardized reading tests which you have used recently. In standardized arithmetic tests, he has grown from a 4.2 grade level when you first tested him to a 6.9 last month.

Your greatest satisfaction from Jose's progress, however, has not come from the academic areas, but from the evidence of a much healthier attitude toward life in general. He tolerates school rather amicably and is responding nicely to small jobs he has been given as a pre-work experience program around the school campus and is looking forward to being assigned off-campus to work experience next year when he is 16.

Since you have become quite well acquainted with his family, you are keenly aware of his two older brothers who quit high school on their sixteenth birthday because they could not cope with the program offered them and had had no chance to be in a MiMD situation.

You feel that you have evidence that most of the other teachers at North High are very lukewarm in their commitment to education of the non-scholastically oriented student. It is your distinct impression that attempts to program for the slow learner at North High have been largely unsuccessful due to the size of the classroom groups and the shortage of teachers who really understand the needs of the slow learner and the culturally deprived.

CASE CONFERENCE: JOSE ALVAREZ

Role Assignment #3

You are D. Golden, School Psychologist. You haven't been long in the district and are just now catching up with some of the things you realize have been "wrong" about the MiMD program for some time. Apparently, the psychologists who have preceded you have placed a lot more emphasis on verbal intelligence and low scholarship for making MiMD class placements than you would have done. Philosophicaly, you question the use of verbal intelligence measures at all in the determination of mental disability. It is pretty clear to you that a lot of the culturally deprived bilingual and mildly emotionally disabled students who have filtered into MiMD classes in the past years by no stretch of the term should be called mentally disabled. You feel that it is about time to begin rectifying this problem.

You are also aware that LaFayette state laws on Special Education clearly place the burden of responsibility for certifying children as mentally disabled on your shoulders. The code of ethics of your state school psychologist association allows that while final decisions on children and their placement fall under the realm of the Case Conference Committee, you are ethically bound to have it in the record that you do or do not consider a child mentally disabled.

You are aware that your skirts will be clean by being on record in this way and whether the administration wishes to risk being found out of compliance by the State Bureau is their business. However, you are not quite satisfied to merely have your skirts clean legally, since you have seen too much evidence of children carrying the stigma of being mentally disabled when, as a psychologist, you know darn well that they are really not. You know that the state consultants tend to look at this question from a purely legal standpoint and, while you abhor their shortsightedness, you recognize that in this case you may be able to use their nit-picking tendencies to scare the administration in Dormit into doing the kind of things that you philosophically know are better for students as a whole.

You hope this case will serve as some sort of precedent for advancing your philosophy that Special Education classes ought to be limited to the "really" disabled.

CASE CONFERENCE: JOSE ALVAREZ

Role Assignment #4

You are Mrs. Sally Kolowski, School Nurse. Since school nurses have to sort of double as social workers in Dormit, you know quite a bit more about the Alvarez family than might be expected. You have not expected much voice in decisions made regarding placement of children before, but at least people have been dependent upon the kind of information you can provide from your home visitations, review of health records, etc.

In the case of Jose, there is certainly no indication of any health or medical problem. You know that Jose's mother gets along as well as any family does who is supported by the state "Aid for Dependent Children" provision. At least in her case there has not even been a suspicion of an "absentee" father around the house. The two older boys probably ocntribute more to the family than is officially known by the Welfare Department, but their jobs are very unsteady and the income can certainly not be counted on. The two little sisters at Jackson School have never been considered retarded though they function at a level that is about the bottom of their respective classes. Jose certainly does have a better attitude toward work and responsibility in general than the older boys, and from what Mrs. Alvarez reports, her husband, before he deserted, was the epitome of irresponsibility. Mrs. Alvarez isn't sure how much education he had, but she is sure that he did not stay in school as long as she did. She did not drop out until she was 13 in the 5th grade. Of course, it was a rural school in the Rio Grande Valley, so you are not sure exactly what that means. When asked, Mrs. Alvarez states that she speaks only English to the children. However, you have picked up indications from the neighbors and from casual observation when in the home that she probably forgets herself and uses Spanish in much of the family type conversation around the house. One thing you can say for Mrs. Alvarez, she has recognized the value of Jose's attitude about school and his determination to stay in school as long as he can. You feel that she accurately acknowledges the tremendous influence that Mrs. Underhill has had on Jose's upwardly mobile aspirations. This is one member of a lower class family who may use the educational system to the same advantage as the lower middle class does. It isn't sure how he acquired his motivations, but it looks pretty good.

CASE CONFERENCE: JOSE ALVAREZ

Role Assignment #5

You are V. Saeger, Principal of North High School. You have been quite agreeable to Lee Blank's request that you hold the case conference in your office, as you feel you had better get more involved with this program, in self-defense if nothing else, since the number of people from outside your building seem to have quite a bit to say about how it operates. It is not too easy to deal with "outsiders" over whom you do not have clearly stated authority, but you have to acknowledge that all three of the other people involved here, Lee Blank, Dr. Golden, and naturally, Mabel, sure knock themselves out in their proprietory interest in the welfare of each and every student. You wonder what they would do if they had the whole school to run as you do, but you guess it takes all kinds.

From your informal conversations with Mabel, you sense that she thinks that no one else in the school really cares about deviating students, and you are pretty sure she is judging her colleagues too harshly. Admittedly, it has been difficult to secure really good teaching with the "slow" sections of the regular English, the regular social studies, and the "bonehead" math, but you feel that quite a few of the regular teachers are at least recognizing the inevitability of having to deal with very marginal pupils within the mainstream. You know that over at South High there are even greater numbers of slow learners and that you have some reason to think that whole classes of students there are probably doing not much better than the MiMD classes here. You know that Jose actually lives closer to South High and while he would not be nearly as well "tutored" over there as he is with Mabel, he at least would not be such a "fish out of water" in a regular class placement there. Of course, this kind of case may come up periodically, and you can't expect to send all such students to South High.

You guess that some guidelines need to be determined that will take care of future cases as well. Maybe this meeting will help.

CASE CONFERENCE COMMITTEE: JOSE ALVAREZ

Role Assignment #6

You are Mrs. Alvarez. You were invited to a meeting at the school to talk about Jose. The nurse invited you. You don't remember her name, but you trust her, as she has always been kind and helpful. You also trust Mrs. Underhill. She has helped Jose very much and Jose likes her. Because of Mrs. Underhill, Jose likes school. You don't like to come to meetings at school, but if the nurse and teacher say it is important, you will do it. But every time you come to school, it means trouble. What will they do this time. Things are going O.K. You don't want it to change. It is hard to understand all the things they say and it makes you feel bad. Sometimes it makes you feel angry.

CASE CONFERENCE COMMITTEE: JOSE ALVAREZ

Role Assignment #7

You are Jose Alvarez. It makes you nervous to be at meetings like this. They talk about you like you weren't there. And it is hard to understand all the things they are saying. You like Mrs. Underhill, but you sometimes wish you weren't a "special". Outside of school, where people don't know you are a "special", you feel good, just like everyone else. You don't want to go against your mother, or Mrs. Underhill, but you would like to do all the things everyone else does at school, and "specials" can't. School work is hard, but you know lots of regular class kids who are just as dumb as you are.

LEADERSHIP, POWER AND CONFLICT

Concepts

Power and conflict are natural dynamics in any social system. The way people choose to deal with those dynamics in part determines whether the system is mechanistic and static or organic and innovative. Leadership involves the effective use of power and conflict. Surfacing and utilizing conflict can enable individuals and groups to expend energy on tasks, to gain new understanding of their own and others' viewpoints, to creatively optimize diverse ideas and to mutually fulfill self interests.

For conflict utilization to occur:

1. Norms must be established wherein conflict and negotiation are legitimized as necessary and positive.

2. Skills need to be developed in giving and receiving constructive negative feedback, conflict mediation, diagnosing power and conflict, negotiating and use of various leadership styles.

3. Power must be redistributed or equalized since conflict resolution can only occur when power is equal.

4. Mechanisms and processes for negotiating and dealing with conflict need to be developed.

5. Associated role functions need to be legitimized and/or new roles created for dealing with conflict in a system.

> Power. Ideas regarding the concept of power may be drawn from many sources. Etzioni[1] makes a distinction between position power and personal power, suggesting that the former tends to flow downward from the organization while the latter tends to come from the organizational followers. French and Raven[2] distinguish power as stemming from five sources, while Hersey and Natemeyer[3] have expanded upon the concept and

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[1] Amitai Etzioni, A Comparative Analysis of Complex Organizations (New York: The Free Press, 1961).

[2] John R.P. French and Bertram Raven, "The Bases of Social Power," in Dorwin Cartwright and A.F. Zander, eds., Group Dynamics, 2nd ed. (Evanston, Ill.: Row, Peterson & Co., 1960), pp. 607-23.

[3] Paul Hersey and Walter E. Natemeyer, Power Perception Profile (LaJolla: Center for Leadership Studies, 1979).

drawing from Raven and Kruglanski,[4] describe seven different power bases, as follows:

> Coercive Power is based on fear. A leader scoring high in coercive power is seen as inducing compliance because failure to comply will lead to punishments such as undesirable work assignments, reprimands, or dismissals.
>
> Connection Power is based on the leader's "connections" with influential or important persons inside or outside the organization. A leader scoring high in connection power induces compliance because others aim at gaining the favor or avoiding the disfavor of the powerful connection.
>
> Expert Power is based on the leader's possession of expertise, skill, and knowledge, which gain the respect of others. A leader scoring high in expert power is seen as possessing the expertise to facilitate the work behavior of others. This respect enables a leader to influence the behavior of others.
>
> Information Power is based on the leader's possessi of or access to information that is perceived as valuable to others. This power base influences others because they need this information or want to be "in on things."
>
> Legitimate Power is based on the position held by the leader. The higher the position, the higher the legitimate power tends to be. A leader scoring high in legitimate power induces compliance from or influences others because they feel that this person has the right, by virtue of position in the organization, to expect that suggestions be followed.
>
> Referent Power is based on the leader's personal traits. A leader scoring high in referent power is generally liked and admired by others because of personality. This liking for, admiration for, and identification with the leader influences others.
>
> Reward Power is based on the leader's ability to provide rewards for other people. They believe that their compliance will lead to gaining positive incentives such as pay, promotion, or recognition.

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[4] B. H. Raven and W. Kruglanski, "Conflict and Power," in P.S. Swingle, ed., The Structure of Conflict, (New York: Academic Press, 1975), pp. 177-219.

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Conflict. The vying to enhance personal and group needs may occur in a number of contexts. Conflict may be described as intrapersonal (within the person), interpersonal (between individuals), intragroup (within a group), intergroup (between groups). Intrapersonal conflict is likely to arise as a function of discrepancies between role expectations and personal need disposition. As such, it has limited succeptibility to outside intervention, but it is probably useful for individuals in leadership roles to be conscious of their vulnerability to this type of conflict. On the other hand, an important leadership function concerns the dealing with interpersonal conflict, through such mechanisms as third party mediation. In a similar way, conflict mediation within and between groups, through surfacing and clarification of issues, identification of values, goals, and alternative actions, constitute a major leadership responsibility.

Leadership. Hersey and Blanchard define leadership as "the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation."[5] This definition has applicability without regard to type of organization, formal position or hierarchical relationship, but suggests that leadership is occurring any time an individual is attempting to influence the behavior of someone else. The situational factor is emphasized in the Hersey and Blanchard model for leadership styles. Drawing upon leadership research and theory which has taken cognizance of both the scientific management movement and the human relations movement, they use the terms task behavior and relationship behavior to describe particular leadership styles. These are defined as follows:

> Task behavior - the extent to which leaders are likely to organize and define the roles of the members of their group (followers); to explain what activities each is to do and when, where, and how tasks are to be accomplished; characterized by endeavoring to establish well-defined patterns of organization, channels of communication, and ways of getting jobs accomplished.

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[5] Paul Hersey and Kenneth H. Blanchard, Management of Organizational Behavior: Utilizing Human Resources, 3rd ed. (Englewood Cliffs: Prentice-Hall, Inc., 1977). p. 84.

> Relationship behavior - the extent to which leaders are likely to maintain personal relationships between themselves and members of their group (followers) by opening up channels of communication, providing socioemotional support, "psychological strokes," and facilitating behaviors.[6]

An effectiveness dimension is introduced into the model in recognition that, depending on situational variables (e.g., group maturity), varying amounts of task and relationship behaviors will be perceived as most effective or ineffective. Situational Leadership Theory postulates that as the level of maturity of followers increases, in terms of the tasks to be accomplished, the leader may appropriately *reduce* task behavior and *increase* relationship behavior. Four basic styles of behavior may be identified, in order of their presumed effectiveness for groups ranging from low to high maturity, as follows:

> High task/low relationship (or "telling") behavior, characterized by one-way communication with the leader defining roles and directing activities.
>
> High task/high relationship (or "selling") behavior, which the leader both directs and attempts to secure follower involvement through two-way communication and socioemotional support.
>
> High relationship/low task (or "participating") behavior, in which the leader emphasizes communication and facilitation for the follower to share in decision making, since they are capable of performing the tasks without direction.
>
> Low relationship/low task (or "delegating") behavior in which the followers need neither specific direction nor psychological support, and the leader can therefore best stay out of their way.

The Leader Effectiveness and Adaptability Description (LEAD)[7] instrument has been developed by Hersey and Blanchard as a means of graphically demonstrating the situational leadership concept and permitting individuals to assess their own range of leadership style as well as their adaptability when analyzing situations suggesting varying levels of group maturity.

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[6] Hersey and Blanchard, pp. 103-104.

[7] Paul Hersey and Kenneth H. Blanchard, *Leader Effectiveness and Adaptability Description*, (La Jolla: Center for Leadership Studies, 1973).

Application

The situations presented in PTSSE call for effective leadership. The analysis and use of power and the handling of conflict are dramatically evident in Dormit. The instructor may wish to use these situations as a vehicle for introducing the concepts of leadership, power and conflict. Basic designs for demonstrating these concepts include:

1. interpersonal conflict and third party mediation
2. groups in which internal conflict may be analyzed and/or mediated
3. group meetings in which pre-meeting power diagnosis, with or without strategizing, may be illustrative
4. group meetings with "invisible committee/hidden agendas" where self or group interests, creating conflict may be worked through.

Follow-up activities suggested in this manual are designed to facilitate learning about these processes through role playing in groups of various sizes, and with situations having a variety of power and conflict characteristics.

A listing of some of the PTSSE in-basket items which may be used or adapted to demonstrate issues involving power, conflict, and effective leadership style has been developed as a guide for the instructor. Asterisked items are those for which specific follow-up activities have been proposed and outlined in this manual.

TYPE OF CONFLICT

A. Interpersonal Conflict - third party mediation

ISSUE: Conflict between two people, a third is asked for help. General/special ed interface.

B-11*	Teacher-principal
C-21	Teacher-principal

B. Interpersonal Conflict - within a group

ISSUE: Mainstreaming--conflict relating to regular class or resource room placement of children with special needs. Conflict is within the district, between the union and the administration regarding this issue. Outside forces indirectly affect the group. A meeting is held.

C-22	Individual vs. committee
C-25*	Union grievance
D-30*	Staffing Conference - Jose
D-34*	Staffing Conference - Jose
D-34a*	
D-32	Parent position
D-36	Teacher-teacher
D-35	Teacher-aide

C. Intergroup Conflict - between groups

ISSUE: Outside forces and pressure groups influencing district practices.

B-15	Teachers-Physicians
D-33	Specialist-generalist teachers
C-24*	Parent - due process
D-31*	Union position
D-31a*	Union position
C-26	Parent citizen

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*ISSUE: Planning involving separate groups with hidden agendas and a history of non-collaboration.

CONFLICT MEDIATION INSTRUCTIONS

Concepts:

1. It is more effective to have the people involved in the conflict paraphrase and summarize for each other than to have the third person do it--they experience greater understanding, sometimes empathy, and are less likely to "turn on" the third person.

2. Paraphrasing enables people to hear each other, demonstrates concern and understanding and slows the action, often relieving the "heat."

3. Interpersonal conflict often arises from misunderstanding or value differences.

4. It is easier to agree on large goals than on values.

5. People seem to be more willing to commit themselves to an action if a "trial" period is included in the plan.

Interventions:

1. Understanding

   a. Get them to paraphrase the other before stating own ideas.

      - Have them restate in own words what the other person has said;
      - Have them check with the other for accuracy of understanding.

   b. Have them state how they think the other is feeling and check for accuracy.

   c. If misunderstandings have been resolved but conflict still remains, have them state related values determining where similarities and differences occur.

   d. Have them summarize their understanding of each other's position--ideas, feelings, values.

2. Resolution

   a. Have them state related goals, determining which goals they hold in common.

   b. Have them agree on broad, superordinate goal(s) and reasons for interdependence.

   c. Have them suggest alternative courses of action and try to agree on one.

   d. Have them commit themselves to a trial period for a compromise alternative with built-in review and evaluation.

POWER DIAGNOSIS INSTRUMENT

Component (individual, subgroup, system, etc.):

____

A. What are the component's goals?

1. ____
2. ____
3. ____

B. What are the component's values?

1. ____
2. ____
3. ____

C. What kind(s) of power does the component have?

Kind

1. ____
2. ____
3. ____

D. What are the sources of power (for each kind of power-- 1, 2, & 3 above)?

1. ____
2. ____
3. ____

E. Who is the power directed toward (C-1, 2 & 3)?

1. ____
2. ____
3. ____

F. What is the power used for? What can be done with it? (C-1, 2, 3)

1. ____________________

2. ____________________

3. ____________________

G. What resources does the component have?

1. ____________________

2. ____________________

3. ____________________

H. What means toward ends will the component accept (What power used for what goal)?

	Kind of power (C-1, 2, 3)	Goal (relate to A-1, 2, 3)
For self		
1.	____________	____________
2.	____________	____________
3.	____________	____________
For another component?		
1.	____________	____________
2.	____________	____________
3.	____________	____________

CONFLICT MEDIATION OBSERVATION GUIDE

Observer

You are the observer of the conflict mediation process. You will not participate in the discussion, but your task is to help the participants by providing constructive feedback. Report specific, observable behaviors which you see the participants demonstrating, giving examples.

	Interventions	Responses	
	Mediator	Role Player 1	Role Player 2
A.	1.		
	2.		
	3.		
	4.		
B.	1.		
	2.		
	3.		
	4.		

CONFLICT OBSERVATION GUIDE

This guide can be used for observing any role play involving conflict.

1. Was there conflict resulting from misunderstanding?

   Describe an observed incident.

2. Was there conflict resulting from value differences?

   Describe an observed incident.

3. Were any goals held in common?

   Explain.

4. Were any solutions agreed upon?

   Explain.

What helped?	What hindered?

3. What are the key provisions of Public Law 94-142?

4. What does "mainstreaming" mean to you?

5. What does the concept of "Least Restrictive Environment" mean to you?

PARTICIPANT PRE-ASSESSMENT FORM

1. Tell us about the first time you interacted with a person with disabilities and how you felt about those interactions.

2. How have your feelings changed since those initial interactions?

FOR THE NEXT TWO QUESTIONS, PLEASE RESPOND ON THE SCALES.

6. What disabilities do you feel most knowledgeable about?

PLEASE INDICATE YOUR PRESENT LEVEL OF KNOWLEDGE FOR EACH OF THE DISABILITIES BELOW BY PLACING AN "X" AT A SPECIFIC POINT ALONG THE CONTINUUM.

	No Knowledge	Little	Some	Satisfactory	Good	Excellent	Outstanding
Language and Communication							
Hearing Disabilities							
Mild Mental Disabilities							
Moderate Mental Disabilities							
Severe and Profound Disabilities							
Learning Disabilities							
Visual Disabilities							
Emotional Disabilities							
Multiple Disabilities							
Physical Disabilities							

FOLLOW-UP QUESTION: Have you ever worked with self-contained students?

7. Is there a type of disability that would be a cause of concern to you? In what way?

PLEASE INDICATE YOUR PRESENT LEVEL OF CONCERN FOR EACH OF THE DISABILITIES BELOW BY PLACING AN "X" AT A SPECIFIC POINT ALONG THE CONTINUUM.

	No Concern	Slight	Little	Some	Moderate	Strong	Extreme
Language and Communication							
Hearing Disabilities							
Mild Mental Disabilities							
Moderate Mental Disabilities							
Severe and Profound Disabilities							
Learning Disabilities							
Visual Disabilities							
Emotional Disabilities							
Multiple Disabilities							
Physical Disabilities							

FOLLOW-UP QUESTION: What steps would you take to adjust to students with these types of disabilities?

CANDIDATE INTERVIEW OBSERVATION FORM

CANDIDATE #2: McCLELLAN JUNIOR HIGH SCHOOL (PRINCIPAL)

All interviews begin with the same initial question.
Please take time now to complete each of the following questions.

1. Select one response the candidate gave which particularly impressed you and react to it.

2. What role do **you** think the building principal should play in the supervision of the special education program?

3. What role do **you** think the special education director should play in the supervision of special education programs?

CANDIDATE INTERVIEW OBSERVATION FORM

CANDIDATE #1: McKINLEY ELEMENTARY SCHOOL (PRINCIPAL)

All interviews begin with the same initial question.
Please take time now to complete each of the following questions.

1. Select one response the candidate gave which particularly impressed you and react to it.

2. Are your expectations for students with disabilities the same or different than for students without disabilities? Why?

3. What other steps would you take to learn more about students with disabilities?

CANDIDATE INTERVIEW OBSERVATION FORM

Now that you have viewed all 3 candidates, what questions might you ask the interview panel?

What additional questions would you have asked the candidates?

CANDIDATE INTERVIEW OBSERVATION FORM

CANDIDATE #3: NORTH SENIOR HIGH SCHOOL (PRINICIPAL)

All interviews begin with the same initial question.
Please take time now to complete each of the following questions.

1. Select one response the candidate gave which particularly impressed you and react to it.

2. What kinds of support do teachers need to be effective in teaching students with disabilities in regular classroom and in other kinds of settings? Why?

3. Do you think a special curriculum(s) should be developed for students with disabilities? Why or why not?

3. What does "mainstreaming" mean to you?

4. What does the concept of "Least Restrictive Environment" mean to you?

PARTICIPANT POST-ASSESSMENT FORM

Please take some time to complete the following questions reflecting on how the Principal's Training Simulator in Special Education may have influenced your thinking and reactions.

1. Looking back again on the first time you interacted with a person with disabilities, how has participation in the simulation changed your feelings about those initial interactions?

2. What are the key provisions of Public Law 94-142?

FOR THE NEXT TWO QUESTIONS, PLEASE RESPOND ON THE SCALES

5. What disabilities do you feel most knowledgeable about?

PLEASE INDICATE YOUR PRESENT LEVEL OF KNOWLEDGE FOR EACH OF THE DISABILITIES BELOW BY PLACING AN "X" AT A SPECIFIC POINT ALONG THE CONTINUUM.

	No Knowledge	Little	Some	Satisfactory	Good	Excellent	Outstanding
Language and Communication							
Hearing Disabilities							
Mild Mental Disabilities							
Moderate Mental Disabilities							
Severe and Profound Disabilities							
Learning Disabilities							
Visual Disabilities							
Emotional Disabilities							
Multiple Disabilities							
Physical Disabilities							

6. Is there now a type of disability that would be a cause of concern to you? In what way?

PLEASE INDICATE YOUR PRESENT LEVEL OF CONCERN FOR EACH OF THE DISABILITIES BELOW BY PLACING AN "X" AT A SPECIFIC POINT ALONG THE CONTINUUM.

	No Concern	Slight	Little	Some	Moderate	Strong	Extreme
Language and Communication							
Hearing Disabilities							
Mild Mental Disabilities							
Moderate Mental Disabilities							
Severe and Profound Disabilities							
Learning Disabilities							
Visual Disabilities							
Emotional Disabilities							
Multiple Disabilities							
Physical Disabilities							

FOLLOW-UP QUESTION: What steps would you take to adjust to students with these types of disabilities?

THE PRINCIPAL AS THE SPECIAL EDUCATION INSTRUCTIONAL LEADER

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Revised March, 1992

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THE PRINCIPAL AS THE SPECIAL EDUCATION INSTRUCTIONAL LEADER

The role of the principal in the delivery of special education services has become a topic of interest because of the drive to improve services to students with disabilities by their placement in regular education settings. This paper focuses on the instructional leadership role behavior of school principals in relationship to the management of special education programs.

I. Introduction

The need for strong instructional leadership has been noted in the research on effective schools and effective principals (Austin, 1979; Blumberg & Greenfield, 1980; Clark, Lotto, & McCarthy, 1980; Lipham, 1981). Recent attention has been paid to the building principal's responsibility in carrying out the mandated policies of Public Law 94-142, the Education for All Handicapped Children Act of 1975, at the operational level.

According to Wang, Reynolds and Walberg (1986), current practices in regular schools "still leave a good deal of separateness, disjointedness, and inefficiency" in service to students both with and without disabilities (p. 31). Further, there is a growing awareness that an uneasy alliance exists between regular and special educators. Two separate educational systems have evolved over the years. School board members and superintendents are asking: who is in control--the federal government, the state legislature or us? These control issues affect the relationship between special educators and school principals on a daily basis.

As educational services to students with disabilities change, there is a need to describe and analyze the role behavior of school administrators in new ways, using variables or descriptors that are relevant to outcomes for all students. We also need to consider how administrators are prepared and selected to serve all student most appropriately. The purpose of this paper is threefold:

1) to delineate the instructional leadership role behavior of school principals in relationship to the management of special education programs;

2) to give direction to research and development or modification of training programs for building administrators by describing current and projected principal behaviors, and;

3) to raise questions about the relationship of new elements of principal/special education administrator behavior within an instructional effectiveness framework.

The paper begins with a discussion of the role of the principal in special education. Next is a review of the literature on the role of the principal as an instructional manager as presented by Bossert, Dwyer, Rowan, and Lee (1982). The works of Dwyer, Rowan, Lee and Bossert (1983), Dwyer, Lee, Barnett, Filby, and Rowan (1985) and Barnett (1987) are then presented outlining a framework of the principal's role in seven broad areas of instructional management. The authors document and analyze a framework of instructional management adapted from Dwyer et al. (1983, 1985). Finally, the authors raise questions to guide the observation of subsequent principal interactions with the special education program.

II. The Principal's Role in Special Education

The role of the principal in special education has generated significant interest over the past 14 years.* Most of the research relates to the management practice of principals in the administration of P.L. 94-142 and detailed suggestions for its implementation. In 1975, directors of special education were asked to respond to the degree of difficulty encountered in installing selected components of P.L. 94-142. The most problematic areas were the least restrictive environment requirements, and individualized education plans (IEPs). Other specific difficulties cited were: deadlines for IEP completion, scheduling of personnel, and lack of clarity of federal and state laws (Keilbaugh, 1980).

Not only does the special education administrator face such tasks in implementing P.L. 94-142; the school principal, by virtue of his/her leadership role, must deal with these same issues (Payne & Murray, 1974). Vergason et al. (1975) summarized this responsibility stating that:

> The principal must maintain administrative authority over the day-to-day function of all staff within the building in order to have a coordinated, integrated program (Vergason, et al., 1975, p. 104)

The following list of "should do" suggestions presented by Cochrane and Westling (1977) are typical of the exhortative contents in articles dealing with the principal's responsibility over the last fourteen years since the passage of P.L. 94-142:

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*(See Caetano, 1978; DuClos, Litwin, Meyers & Ulrich, 1977; Gage, 1979; Payne & Murray, 1974; Smith, 1978; Vergason, Smith, Vinton & Wyatt, 1975, Zettel, 1979.

1. Principals should become cognizant of the characteristics of mildly handicapped children.
2. The principal should provide additional sources of information on exceptional children's education.
3. The principal should utilize special educators as support personnel.
4. The principal should consider alternatives for support.
5. The principal should utilize community resources.
6. The principal should utilize and allow for special materials funds for the regular educator.
7. The principal should encourage teachers to educate normal children about handicaps.
8. The principal should provide support for the exceptional child.
9. The principal should provide support for the faculty (pp. 506-510).

In summary, our assumptions and understandings of the role for principals in the delivery of special education have evolved from requirements of federal and state laws and from earlier works on the responsibilities of directors of special education as contrasted with those of building administrators.

The literature supports the view that the principal's behavior toward special education can influence the success of its programs. Specific role responsibilities for the delivery of special education have been addressed by several researchers and there is general agreement as to what this role ought to be. Although there is a consensus, in the context of both regular and special education, that the building principal has the primary responsibility for service delivery, the literature in educational administration until recently had only

> ...admonitions that describe what a good manager should do. The research and practice literatures did not present models that describe how certain management or leadership acts actually become translated into concrete activities which help children succeed in school (Bossert, Dwyer, Rowan, and Lee, 1982, p.34).

The authors believe the framework for instructional leadership developed by Bossert et al. (1982) provides a perspective grounded in practice to examine the role of principals and their behavior in relation to students with disabilities.

III. A Framework for Instructional Leadership

Bossert et al. (1982) conducted a review of effective schools research and effective principals; this led to their framework of instructional leadership. The review's purpose was to begin to measure the effects and interconnections between organizational climate and management behavior, and its effects on staff and student performance. Certain characteristics identified in research are linked to actual instructional management practices and principal interactions with other personnel within and outside the context of an individual school.

Four areas of principal leadership are gleaned from research on effective principals and successful schools: goals and production emphasis; power and decision making; organization/coordination; and human relations (p.37-38). Although the literature calls for some sort of structure to enhance principal effectiveness, very little is said about analysis at the classroom, school, or district levels (Bossert et al., 1982). Their view of the relationship between leadership and organization is depicted in Figure 1.

INSERT FIGURE 1:
A Framework for Examining Instructional Management

This framework illustrates the instructional management behavior of the principal as it affects both school climate and instructional organization. These contexts ultimately affect student learning, while at the same time the principal's own behavior is influenced by factors within and outside the school (i.e., personal, district, and external characteristics).

There is a need to establish links between principals' actions and learning outcomes, to get a "feel for" the environment that supports instruction. In other words, the relationship between what principals do and what students experience (Bossert et al., 1982) needs to be examined.

In a similar vein, Schein (1985) noted, "in fact, there is a possibility -- underemphasized in leadership research -- that the only thing of real importance that leaders do is create and manage culture and that the unique talent of leaders is their ability to work with culture" (p.2 , emphasis added). Thus, taking context into consideration is important in gaining insight as to how principals exercise power and influence over "formal and informal resources" and in determining how to resolve issues and gain support at the building level (Bossert et al., 1982, p. 55).

The Bossert framework for examining instructional management became the basis for a series of case studies leading to a more descriptive model of instructional leadership. Five pilot studies described by Dwyer, Rowan, Lee, Bossert (1983) provided a rich description of the seven factors and their interrelationships in the original framework reported by Bossert et al. (1982). The staff at the Far West Laboratory for Educational Research and Development went into the field to investigate principal behavior and to examine how these professionals organize their work. The investigators employed a shadowing technique and conducted reflective interviews with five individuals, four elementary and one junior high principal, to identify activities and build "conceptual maps" of their leadership behavior.

The interaction of personal, institutional, and community variables on administrative behavior, identified by Dwyer and his associates (1983), formed the foundation for analyzing why and how principals do what they do, and how they shape the culture for instructional practice. One unintentional consequence of these case studies was that the principals in the study found the reflective interviews to be an effective way to determine whether or not they were accomplishing what they had intended with their actions (Dwyer et al., 1983). These case studies provided them with valuable insight into the realities of their world.

The first set of changes that evolved from these case studies was the renaming of five of the seven factors in the framework and delineating specific elements associated with each factor (see Figure 2). For example, the factor External Characteristics in Figure 1 was changed to Community in Figure 2 along with a specification of illustrative elements: locale, socio-economic status, ethnic composition, transiency of the population, and parent support for school programs. A second set of seven case studies conducted by Dwyer et al. (1985) followed which established the basis for the detailed set of elements presented in Figure 2. These detailed elements provide a more effective means to describe principal instructional leadership behavior leading to desired student outcomes. They also provide an heuristic tool for reseachers to investigate the relationship between major factors and associated elements to determine their relative influence on principal decision-making in the context of the school.

INSERT FIGURE 2:
The Principal Role in Instructional Management

This framework of instructional leadership is used extensively in an inservice training program for school principals referred to as Peer Assisted Leadership (Barnett, 1987a). Principals who participate in PAL form partnerships; partners shadow (observe) one another, conduct reflective interviews, and build leadership models of their partners. The framework of instructional leadership is incorporated throughout the program as a means for assisting principals in collecting background information, in analyzing the wealth of data they are accumulating about their partners, and in designing their final leadership models. Besides helping them analyze their partners' circumstances, principals report that the framework provides a tool to help them reflect on their own actions and intentions (Barnett, 1987b).

This research and development initiative provides direction where there has been little theory-based research. Few models have been available to guide research and to develop training for school administrators related to the educational leadership function. Research and training in special education to date has suffered from redundancy and rhetorical admonitions.

While the scope of the Dwyer et al. (1983, 1985) case studies is restricted and the data collected are local; grounded studies such as these are necessary to learn more about the nature and extent of principal participation in the implementation of special education programs. The authors believe the framework for instructional leadership portrays, for practitioners and researchers alike, what principals do and how their actions affect staff and student outcomes for all students.

IV. Adapted Framework Inclusive of Special Education

The impetus to search for a framework for instructional leadership inclusive of disabled students and professional educators in special education was three-fold: 1) recent research on excellent special education administrators; 2) the call for reform in special education; and 3) the lack of training models and mandates for the preparation of school principals in special education.

Critical success factors identified by Johnson and Burrello (1986) in rural settings, Burrello and Zadnik (1986) and Zadnik, (1985) from a national sample of effective special education directors, verify the need for directors to find meaningful ways to enhance the general/special education relationship. Three of their most significant findings, differentiate competence and excellence in special education management, and address the need to attend to the human and cultural factors that surround special education in local school communities. They found that excellent administrators in special education:

> 1) establish rapport and a close working relationship with regular education and are responsive to building level personnel, problems, and concerns.
>
> 2) continually gain support from the entire educational community on the fact that equal educational opportunity for special education students requires unequal resources.
>
> 3) argued that the entire organization's belief structure must be grounded in an integrated principle of management, planning, and decision making where special education is a vital and an essential agent. (Zadnik, 1985, pp.77-78)

Their research underscores analysis by Schein (1985) and Anderson (1982) of organizational culture and climate. Schein states that "we simply cannot understand organizational phenomena without considering culture both as a cause of and as a way of explaining such phenomena" (p.311). Anderson (1982) notes that the image of an organization will vary depending on what elements and factors are "considered important in creating climate" (p. 376).

In the research on special education reform, Wang, Reynolds, and Walberg (1986) have called for school district waivers to allow for more local creativity in designing educational programs, not bound by categorical restrictions tied to state and federal regulations under P.L. 94-142. In the context of a paradigm shift that Skrtic (1987) has introduced to the special education community from Weick (1979), Clark et al. (1980), and Morgan (1987), school leadership research and practices need to be described with new metaphors, in contrast to mechanistic and rational models of organization and leadership behavior if they are to respond to the future. Skrtic (1987) suggests adhocracy as a continuously adaptive organizational model to guide educational problem solving.

No current conceptions of special education leadership or training programs are available to transmit the necessary content and processes for managing special education at the building level. There are no mandates, few state certification requirements, or few established university training programs that respond to identified needs. Former Assistant Secretary Will (1986), researchers Wang, Reynolds and Walberg (1987), Hobbs (1975), and Skrtic (1987), have called for more collaboration between levels of government and between district and school based leadership. Organizationally tight mandates are in conflict with the distinctive loosely coupled organizational cultures that principals have to manage at the school level.

**INSERT FIGURE 3:
A FRAMEWORK OF THE PRINCIPAL AS INSTRUCTIONAL LEADER
IN SPECIAL EDUCATION**

The authors have adapted this framework to include elements drawn from the special education management literature to further research and to develop instructional experiences for school principals in university training programs. After a review of this research the authors took the adapted theoretical framework to a panel of twelve university trainers, building administrators, and directors of special education to gain consensus on those unique aspects and elements. The panel's elements added are: building programs and services, administrative evaluation, transportation, and suspension and expulsion under discipline to the author's research.

The highlighted elements and sub-elements were chosen by the panel to reflect key activities mandated by P.L. 94-142 and its amendments. They are documented in the literature as essential in the implementation of special education programs. The adapted model presented in Figure 3 is meant to be dynamic, to allow for application and interpretation by principals in their unique contexts. The framework is meant to raise questions, to test and discover how the special education management function is played out in individual school contexts. Hence, the dotted lines used in the adaptation as suggested by Dwyer et al. (1985) are meant to highlight the interaction of the seven factors in the framework.

The focus of research reflects the need for more concrete practices than abstract conceptions,/in order to inform active practitioners who seek to learn an ever more refined conception and execution of their responsibilities. At the same time, it is important not to lose the sense of uniqueness that comes with each individual school culture.

Figure 3 is arranged in columns depicting Context/Input, Process/Throughput, and Results/Output dimensions for the principal as an instructional leader. Within each of these columns additions are discussed element by element, under each factor. Questions that we believe will increase our understanding of principal leadership and special education management are then discussed.

THE CONTEXT DIMENSION

The context dimension of the framework includes the first column in Figure 3 and the three factors of COMMUNITY, BELIEFS

AND EXPERIENCES, and THE INSTITUTIONAL CONTEXT. Six elements have been added to the Context dimension.

FACTOR #1: COMMUNITY

Like the law itself, advocacy groups have not lost their impetus. **Advocacy Groups** constitute a significant force that affects local decision-making. Initially pressing for access to schools and programs for their constituents, these special interest groups now advocate for appropriate programs (Bliton, 1987), using litigation if necessary, to ensure that such programs are in place.

Advocacy groups seek responses that go beyond the procedural changes brought on by P.L. 94-142, expecting a "true" consensus among parents, advocates and school personnel who would hold the same goals and act in concert to attain them. If one believes a true consensus is needed for special education to flourish, practitioners need to determine how coalitions of constituents can be developed and maintained.

Firestone and Wilson (1985) have suggested describing how principals define the leadership task by classifying their commitment to a task. In the case of special education, this commitment would be evident by their willingness to keep working toward building consensus--"continuance commitment" (p. 13), their willingness to build "emotional bonds" between special education and the agenda of the school-- "cohesion commitment", and/or a willingness to maintain the status quo given "the rules and norms governing behavior"-- "control commitment" (Kanter, 1968). Actual office administrators might consider building consensus as an intermediate measure of principal effectiveness in special education management.

FACTOR #2: BELIEFS AND EXPERIENCES

One of the most significant variables in the context dimension of the adapted framework is the addition of the **Philosophy of Individual Differences** element to the BELIEFS AND EXPERIENCES factor in the framework. Embracing a philosophy of individual differences is most significant in principals'routine behvavior. Some authors have indicated that the principal's attitude toward the law, special education, and students with disabilities can play a major role in their capacity to model and lead others. Michael (1985) states, "By pretending that the issue can be managed without attention to intense feelings in ourselves and other stakeholders, we inadvertently convince ourselves and everybody else that we are not sincerely committed to the task, since each of us knows that value issues are of the essence" (p. 103).

Smith (1978) found that principals who had either taught students with disabilities or who had previous contacts with them were more positive in their attitudes toward mentally disabled students. Program effectiveness was also found to be best predicted by the principal's attitude toward the program (Smith, 1978; Tyler, 1987).

Several doctoral dissertations have examined principals' attitudes toward special education and the findings appear to be consistent. Dozier (1980) reported that when principals viewed persons with disabilities in an accepting or positive manner, they

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perceived few problems in implementing P.L. 94-142. Steele (1980) found that a positive correlation existed between both principals' positive attitudes toward the disabled and their awareness and exposure to disabled people. O'Rourke (1980) discovered a significant relationship between both principals' and teachers' attitudes toward students with disabilities. Tyler (1987) provided specific examples of teacher desired support from principals: (1) active listening; (2) consideration of teacher ideas; (3) communicating professional respect for teachers; (4) supporting teacher decisions made in the classroom; and (5) encouraging teacher involvement in decisions affecting them.

Questions and observations of practicing principals suggest that those with a rich history of exposure to and education about persons with disabilities make these principals more inclusive of programs based in their buildings as compared to principals without a similar history. Van Horn's (1989) contrasting case studies suggest that principals with a personal history and contact with student with disabilities are better able to describe their rationale for building inclusive schools.

FACTOR #3: INSTITUTIONAL CONTEXT

The first of four additions to the INSTITUTIONAL CONTEXT is the context of the building itself, including faculty, staff, programs, and services. We have represented this addition to the framework simply as **Building Programs/Services**. We believe the school building is a community of professionals, with its own cumulative history, customs, norms, rituals, and stories, representing a set of forces that influences principal behavior.

New principals quickly assess this set of forces in determining how they will initially behave.

Certain questions emerge under this element: can staff attitudes and knowledge be influenced through principal leadership, to facilitate commitment to retaining students with disabilities in regular classes? What "program regularities" (Sarason, 1971) hinder teacher to teacher interactions and planning for exceptional students?

The district's **Administrative Evaluation System** is also added as an element that contributes to principal support and involvement with special education programs. Research on effective special education program leadership conducted by Burrello and Zadnik (1986) offers strong support for the inclusion of building level administration into the mainstream of special education leadership. This research needs to be extended to focus on the presence of principal behavior change in the face of district expectations, support and reward systems for implementing model school-based programs.

To test the significance of this element, it is necessary to consider if the presence or absence of an administrative evaluation system with special education management components affects a principal's perceptions of his or her responsibilities. Once these perceptions are known, observation of the principal modeling routine behaviors for staff, in conferences and in face to face situations, involving mainstreaming would be important.

Under District Programs, **Transportation Services** has been added as an element that influences placement and programming in special education. The nature of the needs of students with disabilities requires transportation routes to be arranged in a flexible manner, using vans, minibuses, or even taxicabs to transport these students.

The procedural nature of most state mandates and P.L. 94-142 has helped to influence the growth of intermediate and cooperative programs as a service delivery vehicle for students with disabilities in smaller rural and suburban communities throughout the United States. We have added **Intermediate and Cooperative Programs** to INSTITUTIONAL CONTEXT in the adapted framework. When intermediate program staff provide direct service programs, assuming the responsibility for local district shared services, such organizational arrangements may create more distance between students, teachers, parents, and principals in local schools.

A primary question emerges from the interaction of the intermediate or cooperative unit within the context of the principal's framework: Do more remote service delivery vehicles promote or hinder the development of local programs? A working consensus in an intermediate or cooperative program setting can be quite different from one within a local school setting. How do role responsibilities and authority of principals in cooperative versus local school arrangements differ? If programs are decentralized, what behaviors does a principal need to emphasize? What impact does a local arrangement have on the principal's capacity to build a working consensus? What role has the principal played in the return of these programs to local districts where it has occurred?

THE PROCESS DIMENSION

The process or throughput dimension of the adapted framework, the second and third columns of Figure 3, includes the following factors: PRINCIPAL ROUTINE BEHAVIORS, INSTRUCTIONAL CLIMATE, and INSTRUCTIONAL ORGANIZATION. Each of these factors has additional elements highlighted, based upon our research synthesis for which we had confirmation by our expert panel.

FACTOR #4: PRINCIPAL ROUTINE BEHAVIOR

This area represents the beginning of the process in a systems model of instructional leadership. Here, external and internal organizational forces, represented by the community and institutional context factors, converge on the principal along with his or her own personal BELIEFS AND EXPERIENCES. The output of principal behavior impacts on the instructional climate and organization of the school. Under the factor of PRINCIPAL ROUTINE BEHAVIORS we have added one primary element, **Team Building and Delegating** and eleven sub-elements, beginning with **Building a True Consensus as a subset of Goal Setting and Planning.**

Goffman (1959) stated that "true" attitudes or beliefs "can be ascertained only indirectly" (p. 2). What an individual communicates with words can be completely different from what is inferred from one's actions. Working consensus stresses agreement and opposition is underplayed. However, it is difficult to set goals and develop plans for a school site, while maintaining standards of behavior which one does not believe in. For this reason, the authors suggest a principal should give high priority to **Building True Consensus** in his/her school. A district's

Administrative Evaluation System may provide a starting point but goals and routine actions need to reflect more than an obligation to maintaining consensus because deviations from set standards could be penalized. New rules and regulations are introduced into school systems, giving the appearance of consensus, or what Skrtic (1987) calls "symbolic and ceremonial compliance" (p. 43).

A true consensus may be desired in contrast to a "working" consensus and/or an "apparent" consensus that range from tolerance of competing perspectives to little or no connection between goals and means held by parents, staff, and advocates (Goffman, 1959 in Bossert et al., 1982, p.47). Bossert et al. (1982) argue "where teachers do not observe each other's teaching and where students do not experience different teaching practices, consistency between verbal expressions of goals and actual behavior may not be needed" (p. 48). Without such consistency, disabled students and their teachers receive a mixed message alternating between inclusiveness and exclusionism. Lack of consensus is more apparent in special education since students and teachers frequently interact and observe one another in mainstreaming situations.

The remaining element additions, derived from research on the role responsibilities of principals and special education leadership personnel, were behaviors that fit under routine behaviors in the existing framework. The specific additions under Monitoring were routine examination of **Pre-referral and Referral** requests for special education services from teachers and parents, the Individual Education Planning Process and its conjunctive activities of Developing, Supervising, and Reviewing the IEP Process. Specific element additions under Communicating include Conferencing, Obtaining Permission to Test, Giving Parents Rights, Determining Eligibility and Obtaining Parental Consent for Placement. These functions, while largely procedural and specific in federal and state laws and regulations, also relate to supporting faculty, building teams and involving parents in their child's educational program.

Studies regarding the specific role responsibilities for principals under Monitoring and Communicating are abundant. There are two studies used here as examples for the development of principals' competencies in special education. The Betz (1977) and Nevin (1979) survey utilized questionnaires and called upon expert panels to verify competency statements before distribution. This methodology is consistent with other research efforts which address the principal's role in special education.*

Data suggest that directors of special education should be competent as policy planners, rule and regulation interpreters, monitors, and facilitators of building based activity, with principals assuming the daily implementation and operational aspects of any school program. In support of this role differentiation, Robson (1981) as well as Betz (1977) reported both directors of special education and principals believe that directors were outsiders and should not intervene in the daily management of building based programs.

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*Amos & Moody, 1977; Lietz & Kaizer, 1979; Raske, 1979; Neid, 1980; Robson, 1981; Betz (1977); Nevin (1979); Anastasio (1981).

A major criticism of these competency studies centers on the possible unaccountable differences between what the principals believe to be important when given a list of responsibilities, and what they are actually doing with regard to special education services delivered in their buildings. Brown's (1981) qualitative study helped to fill this gap with on-site observation and interviews with four elementary principals. Fourteen critical areas that affected daily management of special education programs were identified by principals. Brown also identified the local special education director as the primary source of support and education of principals, regarding special education. Other studies by Davis (1979) and Fenton, Yoshida, and Kaufman (1978), Leitz and Kaiser (1979) and Windsor (1979), reinforce principal desire to participate in decision-making related to multidisciplinary pupil planning teams, program evaluation, personnel management, and program maintenance.

The questions that evolve out of this review are: What are the implications for principal effectiveness and practice if special education is added to the building principal's instructional leadership agenda? What kind of impression does a principal give that leads others to act voluntarily in accordance with legal and district administrative plans for students with disabilities? How does the increasing involvement of principals affect their need for support and collaboration with special education management? As best practices emerge, what is the most effective way to prepare principal candidates in training to adjust to changes in role responsibilities? Do the nature and type of programs for students in special education challenge principal leadership in different ways than those principals with no programs and do these differences affect their ability to manage?

The additional elements under PRINCIPAL ROUTINE BEHAVIORS are **Team Building and Delegating.** Team Building is best addressed by Skrtic (1987) who argues that the major conflict that P.L. 94-142 caused was the introduction of a problem-solving orientation into an existing professional bureaucratic structure that has historically provided little opportunity for focusing on the individual needs of students. This problem-solving orientation was developed with P.L. 94-142 "requires school organizations to be something they cannot be without a total reorganization" (Skrtic, 1987, p. 43). In a school functioning as an adhocracy, groups of teachers, psychologists, social workers, speech and language specialists, and other related service personnel come together to determine the eligibility of students for special services; to place students; to plan individual educational plans; to involve parents or guardians; and to annually reevaluate eligibility, placement, and the IEP itself.

The **Team Building** behavior of the principal and, in part, that of departmental chairpersons in high schools (Van Horn, 1989), is important in relationships between and among leadership, regular and special education personnel. Faculty and staff need a vehicle and a model of behavior to communicate with one another. This problem solving orientation unique to an adhocracy, but foreign to a loosely coupled professional bureaucracy, is fundamental to planning, sharing, and learning with one another. The issues at stake in serving students with disabilities are no longer procedural, but substantive. Principals play a key leadership role in resolving not only who gets what, but how.

Delegating and building team leadership are complementary principal routine behaviors. Developing teacher leaders and team leaders empowers educators and, consequently, increases faculty maturity in assuming more responsibility for building wide issues and concerns. Successful leaders do not view teachers as workers to be programmed and closely supervised, but as professionals to be inspired and held accountable for shared values and commitments (Sergiovanni, 1987). Leadership and organizational analysis studies view leadership as sensemaking. Organizational cultures that support professionals practicing, deciding, and developing, but not at the expense of technical aspects of leadership, clearly emphasize the human dimension of leadership, its values and ends.

Sergiovanni (1987) cautions that the effective schools movement may be too mechanistic. Variables associated with effective schools are alternating tightly and loosely coupled and in Sergiovanni's view, are misplaced. He believes the variables should be tightly coupled with regard to goals, values, and a sense of mission, while at the same time loosely coupled to "allow wide discretion in how the values are to be embodied" (p. 126-127).

The questions are: Does team building and delegation of leadership by the principal lead to more cohesion and mutual sharing of individual expertise amongst teachers? Does this principal routine behavior make a greater difference in the principal's capacity to manage critical special education issues within the school bureaucracy, than do other behaviors, as perceived by their staff?

FACTOR #5: INSTRUCTIONAL CLIMATE

Difficulty in assessing the culture and climate of the school as a unique community is well established by Anderson (1982) in her review of the research on school climate. Her research review focus suggested that building level climate studies, while complex and a methodological nightmare, do indicate some level of agreement: (1) climates are unique to each organizational unit; (2) while climate differences are discernible, they are elusive, complex, and difficult to describe and measure; (3) climate is influenced by, but not a substitute for, features such as student body characteristics or classroom differences; (4) climate does affect many student outcomes, values, personal growth and satisfaction of students and staff; and (5) understanding the influence of climate may improve our understanding and prediction of student behavior (Anderson, 1982, pp. 370-371).

Under the INSTRUCTIONAL CLIMATE factor, six sub-elements have been added. Research uncovered a number of specific additions that principals, special education middle managers, and their respective superordinates identified as elements, affecting school climate and its openness to students with disabilities. Under Physical Plant, Brown (1981) argued for **Accessibility** and **Special Arrangements** for more severely disabled students.

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Wheelchair movements of students require particular attention and sensitivity to issues of access and adapting space in specialized classes, such as high school science and laboratory courses, as well as to the building itself. Another difficulty involving those with physical and multiple disabilities is that these students are often unable to or need assistance in feeding themselves.

The **Location** of programs and services is also a Physical Plant issue under the INSTRUCTIONAL CLIMATE factor. This is both a district planning problem and an individual school principal management concern. From the district perspective, the problem of providing space for fewer students in age appropriate settings consistently has been a nightmare for local special education managers. Districts involved in intermediate units have an even tougher negotiating job. At the building level, the issue is where to house students so that their disabilities do not further segregate them from their age appropriate peers (Biklen, 1985).

The concept of **Peer Tutoring** as a way to facilitating both student social and cognitive, development through modeling appropriate behavior is an example of a social instructional intervention. Wilcox (1986) has argued for peer tutors in a variety of roles to model personal and social behavior for students with moderate to severe disabilities. Direct observation of students serving as peer tutors suggests students gain more understanding of disabilities, increased motivation to overcome adversity, and an interest in pursuing careers in human services.

Under Discipline, Suspension and Expulsion, are policies explicitly reflected in P.L. 94-142, in most state statutes and most recently in litigation. Leone's (1985) review of litigation and the recent Supreme Court decision on Honig vs. the State of California suggest three primary questions in this area:

> (1) Is suspension and expulsion of a handicapped pupil a change in educational placement; and as such, does it entitle students to the procedural safeguards of P.L. 94-142?
>
> (2) Can a handicapped student be suspended for misbehavior related to a handicapping condition?
>
> (3) If misbehavior is related to a handicapping condition, is suspension or expulsion a denial of free and appropriate public education guaranteed by P.L. 94-142? (p. 113).

These decisions are atypical in that school leaders are required to consult with substantive experts to determine that the disability did not cause the behavior that led to the decision to expel. Judgment is often heavily influenced by the effect of the behavior and its impact on the student, causing him/herself physical harm or harm to others. Setting expectations for all students and applying sanctions appropriately constitute a major part of the instructional climate of the schools. School principals need to gauge the impact of compromising standards on school climate for students and staff alike.

The authors agree with Anderson's (1982) conclusion that climate research does effect movement toward selected student and faculty outcomes. Observations and interviews with outstanding school principals and special education administrators indicate that if principals do not confront the prevailing effect toward inclusion of programs for students with disabilities, those programs do not succeed. Although apparent consensus may emerge with mandates and the political force of local advocates, the programs will remain separate and distinct. Special education staff and students will remain outsiders looking into the mainstream of school society.

The questions related to INSTRUCTIONAL CLIMATE might best be focused on teacher and student perception of acceptance and inclusion. What principal behaviors communicate inclusion versus exclusion of student with disabilities and their teachers? For example, do principals encourage and support the special education faculty and staff to develop behavior management programs with their peers to prevent misbehavior and shape the adaptive learning skills of their students? Do students perceive a double standard in the application of student discipline policy? Does principal support of peer tutoring affect the recruitment, training and assignment of peer tutors?

FACTOR #6: THE INSTRUCTIONAL ORGANIZATION

This section has been adapted based upon emerging best practices in special education over the past twenty years. Under Academic Curriculum, Vocational Programming and Community-Based Training are the two key additional sub-elements. Work Experience and Job Placement, Maintaining Work Relationships, and Independent Living are outcomes valued for all students but are the key focus of a curriculum for students with severe disabilities.

Research on the graduates of special education in Colorado and Vermont clearly indicate that holding a job in high school during the school year and summers is the best predictor of post-school success for disabled students (Hasazi, Gordon, & Roe, 1985; Mithaug, Horiuchi, & Fanning, 1985). Fardig, Algozzine, Schwartz, et al. (1985) also found that in rural areas mildly disabled students who stayed in school longer made a more effective post-school adjustment than those who did not. These authors also found little correlation to after school success because of vocational educational programming inadequacies. In cases where students with disabilities did succeed, both vocational programming and community-based training were tied to opportunities for training and learning before students left school. These interventions, combined with planned attempts to help disabled students develop social relationships through peer tutoring, job coaching, and participation in extracurricular activities, lead to more healthy peer interactions between the non-disabled and the disabled both in school and out of school.

Although district level administration plays an important policy role in vocational education planning and placement, principals and their staff are more likely to influence community-based training and extracurricular participation of students with disabilities.

Such principal routine behaviors as scheduling, organizing, and providing teachers, staff, and non-disabled students time to participate as role models and peer tutors for students with disabilities is crucial. Principals also need to assess and support staff supervised work opportunities from their office to the athletic fields. Each can provide excellent in-school job training opportunities for students with disabilities.

Under the heading of Structures and Placement, **Building-based Teams, Placement Options, Emergency Procedures,** and **Mainstreaming** are noted as specific best practices that lead to appropriate and comprehensive services for students with disabilities. **Placement Options** refer to a range of programming alternatives from special self-contained classrooms. **Emergency Procedures** are suggested practices that need to be outlined to deal with extreme acting out behaviors, provisions for suspension and expulsion, transportation, medical referrals, and parent notification for students with a variety of physical and emotional health needs.

The Least Restrictive Environment provision is the most pervasive and debatable issue since the passage of P.L. 94-142. The provision for an education to be delivered to the maximum extent appropriate with disabled students' age-appropriate peers is the salient issue related to mainstreaming. The debate centers on who gets referred for special services and whether or not the "right kids" are determined eligible. Wang, Reynolds, and Walberg (1987) argue that the structure of the law and the categorical nature of serving students with disabilities has led to disjointed incrementalism and proceduralism. A fundamental finding of their research synthesis was that the ineffective diagnostic or classification and placement procedures used in special education, with respect to the mildly disabled has led to the over-representation of minority and under achieving students into special education programs. They describe these concepts by stating that disjointed incrementalism

> refers to what happens when a series of narrowly framed programs is launched one by one, each program seemingly well justified in its own time and way, but based on the assumption that it does not interact with others. Each program has its own eligibility, accountability, funding, and advocacy systems. The result after a period of time, is extreme disjointedness, which also leads to excesses of proceduralism, including the tedious, costly, and scientifically questionable categorizing of students and programs (Wang, Reynolds & Walberg, 1987, p.5).

The outcome of these twin problems extenuate the inefficiencies which in turn are "inflated by the lack of evidence supporting the process by which school programs are partitioned and managed" (Wang et al., 1987, p.7). These authors argued that the solution to this problem will come through efficiencies, not through more appropriations. Strong local building level leadership, with the freedom to plan and build coordinated programs for all students at risk, will serve all students better than our current fragmented system of services.

Mainstreaming means much more than complying with the law. The addition of **All School Functions, Academics and Extra-Curricular** as sub-elements point to a more encompassing definition of mainstreaming. The National Regional Resource Panel, in compiling Effectiveness Indicators in Special Education (1986), stated that students with disabilities should have access to and be encouraged to participate in all academic, vocational and extracurricular programs and activities on regular school campuses. Wilcox et al. (1987) suggest that in effective programs for students with severe disabilities, students are seen as individuals within the student body and thus should be allowed to participate in **All School Functions**. Stainback and Stainback

(1984) believe it is time to "turn the spotlight to increasing the capabilities of the regular school environment, the mainstream, to meet the needs of all students" (p.110).

Research has revealed that the principal makes a difference in the overall achievement of children (Goodman, 1985). As a member of the building-based support team, the principal is involved in decisions about the placement of students with disabilities and is in a position to ensure that students with disabilities participate in regular education, including **Academics** and **Extra-Curricular** programs, so these students will have regular interaction with non-disabled peers. Training of academic skills may need to be taught in context rather than in isolation, to meet the needs of students with more severe disabilities.

Administrators strive to improve instructional effectiveness for all students and this goal includes the area of **Behavior Management**, added as a sub-element of Pedagogy. The effective schools research has identified standards for classroom behavior: explicit, with rules, discipline procedures and consequences planned in advance (Anderson, 1980). While there is a wide range of behaviors exhibited in any classroom, the existence of special classes and centers has perpetuated the notion that students with any behavior problem, especially a labeled one, does not belong in the regular school or classroom.

Behavior Management is a major source of conflict in discussions involving mainstreaming students with disabilities into regular programs. The building principal demonstrates leadership by setting high expectations for all students.

Students with disabilities should "have access to some regular classes with support and instructional modification as necessary" (Wilcox, 1987, p. 13).

Consistent with the concept of Building Based Teams, principals play a critical leadership role in emphasizing **Consultation** between regular and special educators as students move from special classes to less restrictive environments. Special education faculty and staff have often not been trained in providing consultative services to regular education faculty and staff and this contributes to difficulties in filling the consultative role (Haight, 1984). Building principals provide support and leadership in facilitating cooperative efforts between regular and special education personnel, emphasizing the improvement of instruction through consultation. Regular classroom teachers should also have opportunities for inservice on topics related to students with disabilities. Likewise, when special class teachers have regular school duties and attend faculty meetings, principals will find it easier to foster working relationships between these two groups, historically segregated.

The strategy promoted here would begin by determining how principals targeted as effective school leaders have planned and coordinated services for all students. Descriptive studies of these school leaders should help us identify similarities between routine behaviors and symbolic and cultural leadership actions.

Under the Instructional Organization factor, our additions are primarily specific interventions that require changes in student to student, staff to staff, and staff to student expectations, observable in patterns of interaction. The impact of changes on practices should include assessing the expectations of parents and other outside constituencies.

THE OUTCOMES DIMENSION

The Outcomes Dimension of the framework includes the STUDENT OUTCOMES factor, represented by the fourth column in Figure 3. Many INSTRUCTIONAL CLIMATE AND INSTRUCTIONAL ORGANIZATION decisions a principal makes can have significant impact on the outcomes factor. This is especially true for students with severe physical, mental or emotional disabilities where outcomes related to independent living and maintaining social and work relationships spell the difference between success and failure in the school program and in post-school environments.

FACTOR #7: STUDENT OUTCOMES

The additional elements of **Work Experience** and **Job Placement, Maintaining Relationships** and **Independent Living** are meant to emphasize that schools must provide an extensive range of experiences to prepare students with disabilities for functioning in nonschool and post-school environments (Brown, 1981). For students with severe disabilities, these outcomes, and those related to the world of work, require the community as well as the school to assume a primary role in curriculum design and implementation. Student outcomes are not assumed to be someone else's responsibility, but are a joint responsibility, often involving agencies outside the school. These outcomes represent the needed decision rules by which staff schedule and organize for instruction both within the school and in the community itself.

A commitment to provide students with disabilities an integrated educational experiences will most likely require some adjustment of what is commonly considered a "good education". It might also require some exceptions to established school rules that were not made with the instructional needs of students with disabilities in mind (Wilcox et al, 1987). The principal must not only accept increasing opportunities for these students, he/she should expect and encourage physical, social and functional integration.

The inclusion of **Work Experience and Job Placement** elements underscores the fact that training should take place in the community and on the job, not only in the classroom and the school. Training on real work tasks in actual work settings is essential for students with severe disabilities to find and maintain employment following graduation (Wilcox, 1987).

Research has demonstrated that there is improvement in students' life-styles following implementation of a community-based model (Wilcox, 1987). Data have shown a significant increase in student performance of activities in integrated community settings outside of school hours. Participating fully in society not only means finding and maintaining employment but also includes **Maintaining Relationships**. As principals encourage and model a continuum of mainstreaming options within their schools, and districts foster cooperation within a community to facilitate interactions with schools, successful transitions from school to post-school environments will be more likely.

The Office of Special Education and Rehabilitative Services (OSERS), within the U. S. Department of Education, has stated the goal of preparing students with disabilities to be productive, participating members of society, and to live as independently as possible (Wilcox, 1987). For students with disabilities to function effectively in a wide variety of nonschool environments, they must acquire **Independent Living** skills. The OSERS transition model suggests that living successfully in a community should be the primary target of transitional services; a major component of the model is employment.

The questions regarding outcomes are: Can we trace the influences of the principal and their impact on faculty and staff and **STUDENT OUTCOMES** in special education? Do principals communicate educational philosophy, goals, priorities, and expectations for students with disabilities to staff, parents, and the community? How do principals unify their faculty and staff to accomplish such a goal? Can we define the role principals and teachers take in forming networks to facilitate acceptance of students with disabilities in a local community? How do principals and teachers gain the support of employers and the approval of the school board in implementing a community-based program for students with disabilities?

V. Research Update

Four school districts were involved, representing urban, rural and suburban contexts in a midwestern state. The methodological procedures used in these case studies were based on principles of a naturalistic paradigm (Lincoln & Guba, 1985).

Ad description of the principals' daily activities and interactions and school surroundings was gathered, allowing the case study reader to get a sense of the school setting. In addition, frameworks constructed by each principal were developed, representing contextual factors, routine behaviors, instructional climate organization, as well as student outcomes.

The principals were selected from nominations by the special education director in the school district. After extensive interviews, the directors were asked to recommend principals they felt were successful in dealing with special education programs in their schools. Once nominated by the director, the following criteria were used in selecting the principals:

1) each setting had to include a range of special education program types serving students with mild to severe disabilities,

2) the principal had to have had a minimum of two years experience in his/her present setting,

3) the principal had to commit to participating in the study and learning about him/herself and the special education programs in the building.

Data collection consisted of semi-structured interviews, observation, and document analysis. The principal, special education teachers the special education department heads, parents, and any others identified by the principals and teachers were interviewed. The teachers interviewed were nominated by the principal. Observations of the principal and special education classrooms were conducted, in addition to a document analysis of the principals' job description, the school district's administrative handbook for special education, and any procedural guidelines for assessment, placement, and re-evaluation of special education students. All interviews and observations occurred in the school. As data was obtained, it was examined and categorized based on emerging trends. A total of fifty days were spent (10 days per site) to allow for prolonged engagement with the participants in their natural settings.

Key Findings

The following findings and conclusions are based on the data collected in the five case studies. Two composite frameworks (Figures 4 & 5) were developed to provide a synthesis of data gathered from the elementary and secondary sites. The frameworks were compared with the framework suggested by Burrello et al. (1988) To determine similarities and differences in elementary and secondary school settings. The student outcomes, instructional organization, and instructional climate sections of the frameworks are nearly identical to the Burrello, et al., model. While the composite frameworks of the principals and the Burrello, et. al. framework are remarkably similar, there are several variations worth noting.

Conclusions and Discussion of Findings

Five conclusions are presented and discussed based upon the five case studies reviewed here. The implication of this research for school principals and central office support personnel in special education are highlighted.

1) **The beliefs and attitudes of the principals toward special education are the key factor influencing their behavior toward students with disabilities.**

The principals in these research projects all displayed a positive attitude toward the acceptance of special education students and programs in their schools. This attitude was based on their own personal philosophies about the benefits for both regular and special education students when they are integrated in to the same school site. Their positive attitude was a critical factor in creating a climate of acceptance for all students and programs in their schools. They communicated their attitude consistently in a variety of ways to students, staff, and parents and expected them to support this attitude through their own behaviors.

Research appears to support the conclusion that it is the attitude of the building principal toward mainstreaming and other aspects of special education that is vital to the success of special education programs (Hyatt, 1987). Hyatt also supports the belief that the development of positive attitudes toward all aspects of the educational process, including special education, is prerequisite to the principal's effectiveness as an instructional leader. While high school principals find involvement is of a more symbolic nature, it is still the attitude of the principal which is an important factor in developing a climate and culture to the acceptance of students with disabilities at the high school level as well.

2) **The most important role the principal plays in the inclusion of special education students into the school is that of symbolic leader.**

Sergiovanni (1984) lists five forces of leadership which are available to administrators to bring about or preserve changes needed to improve schooling. He emphasizes that it is the often neglected symbolic force, however, which is one of the characteristics of an excellent school.

The principals in these research investigations understood the importance of their behaviors and the symbolism attached to them. Visiting special education classrooms, seeking out and spending time with students with disabilities, touring the building; and taking time to be involved with educational concerns of both regular and special students were all ways these principals provided a vision of the acceptance of special education students and programs. The principals in this study were indeed creating a commitment toward the education of students with disabilities in their schools. Tyler (1983) also points out that effective principals are very much aware of the symbolism of even the most mundane of their administrative acts and they take ordinary occasions to demonstrate their beliefs. By embracing special education, the principals in this study conveyed to the rest of the school that "these students belong here" (Biklen, 1985).

3) Principals are reactive rather than proactive in the delivery of special education services.

Despite the fact that the elementary school principal is in a position to determine the day-to-day effect that P.L. 94-142 has on the general education program (Hanson, 1986), it is still true that the principals in these research investigations are generally reacting to special education decisions made outside of their schools. It was never a question of whether the special education programs would be a part of their buildings. In all of these cases, it was a matter of accommodating those programs once the principals learned of their placement in their schools. The beliefs and attitudes of the principals about students with disabilities led them to react positively to the placement of special education programs in their schools and to create the climate of acceptance which exists for students with disabilities.

Basically, it appears that principals have accepted the reactive nature of the special education initiative. They recognize the constraints placed upon them by the interpretation of the law or central office directives. Brown (1981) points out, however, that principals can realize creativity within the constraints of federal and state laws. The exploration of building level alternatives, development of working teams, provisions for mainstreaming, staff in-services, and regular and special education student interactions are all examples of the ways the five principals in these studies employed creativity and initiative in the management of special education students and programs in their schools.

At the secondary schools, both principals felt special education was no different from other departments in their schools. Yet not future plans were actively being pursued for students with disabilities. The impetus for change appeared to be stimulated from the outside, the central office and/or state department issues. It remains to be seen whether, in the future, these principals decide to behave in a proactive manner and recruit special education programs to their schools. To date they have followed and waited for new opportunities to emerge.

4) Principals rely on the central office special education staff for direct support and consultation rather than direct involvement with building level programs.

The principals in these studies enjoyed a basically autonomous relationship with their district office special education administration in the day to day management of programs for students with disabilities. These principals had been identified through the nomination process for this study because of their success in managing special education students and programs in their schools. One result of being identified as an exemplary principal by the special education director was that the principals had developed a level of trust with the director and, therefore, were allowed to manage special education programs in their schools with little involvement from district office. The directors pointed out that there were principals in many schools who needed to be monitored more closely in order to assure that regulations were being followed and that students were receiving an appropriate educational program.

This type of relationship with the special education administration appeared to allow the principals, within the constraints of the law, to make decisions about their own students and programs. It also meant that the principals in these studies were able to involve their own staffs in the decision-making process, which fostered ownership of the programs by the entire school. No one felt some outside force - in this case the district office - was dictating to him/her about how the program should be operated at the school.

The principals in these studies were quick to point out, however, that their special education director was an important source of information for them. These principals sensed their own lack of knowledge on occasion about disabling conditions or placement options, and they relied heavily on their director in those instances. Brown (1981) has suggested that the director of special education is used most frequently by principals as a source of information. It was apparent that the five principals felt it was important for a positive relationship to be maintained with their directors. The special education directors, on the other hand, realized that they can impact special education to a large degree by acting as a facilitator to the principal (Brown, 1981).

5) The contextual factors surrounding the school appear to make a difference in the work of the principal, but they do not appear to have a significant impact on the acceptance of special education students and programs in the school.

Murphy (1988) points out that the district context in which principals work is a major environmental condition that has largely been ignored in studies of instructional leadership. He believes that districts shape and direct principal behaviors, that district characteristics can affect the implementation of instructional programs, and that there are opportunities and constraints on principal behavior created by the organizational setting in which they work. He further believes that researchers have largely ignored community influences on the exercise and interpretation of instructional leadership behaviors. Dwyer et al. (1983) believe that principals' actions are also swayed by state and federal programs.

The principals in these studies, as detailed in each of their case studies, certainly appear to be affected by the context in which they work. These contextual differences surface mainly in how each principal manages his/her time rather than in the overall attitude about the acceptance of special education students and programs into their schools. While the urban principal may spend more time dealing with the personal day-to-day needs of both regular and special education students, this principal is not less accepting of special education than the rural or suburban principal. It does appear that the beliefs a principal has about special education students and programs has a much greater impact on that principal's behavior and acceptance of special education than the contextual factors of that school or community.

VI. Summary

Principals have a critical role in creating and maintaining effective school programs for students with disabilities. The framework of the principal as instructional leader suggested here could have significant potential for principal behavior, training and the ways in which schools are organized.

Skrtic (1987) believes:

> The goal of the special education professional and advocacy communities nationally and locally should be to increase ambiguity and thereby set the occasion for the prevailing paradigm to be reshuffled, opening it up to problem-solving values in the form of new presumptions, expectations, and commitments... (p. 43).

Our focus on the principal as the instructional leader in special education is an attempt to join our research on leadership in special education to that of the research on the principalship in this time of reform in education. Effective schools have been found to be adaptable and responsive, filled with people who are problem-solvers, who define important values (Clark, Lotto, & Astuto, 1984; Skrtic, 1987). Education reform and school improvement since 1983 have left special education apart from the school-based focus of the reform agenda, since separation hinders the mainstreaming agenda for students, staff, and patrons alike.

Special educators are ambivalent about this shift in instructional leadership. The Council of Administrators of Special Education (CASE), the primary professional organization of leaders in special education, has recognized that they must confront the role ambiguity and begin to study the culture of the school and the process of change that Sarason (1971):

> ...The new struggle must be formed by a broader and more comprehensive understanding of the complex web of social, political, cultural, economic, and organizational inter-relationships within which things like education, reform, and 'disability' exist (Skrtic, 1987, p. 52).

A reconceptualization of the structure, goals, and responsibilities of the school in educating of all students is taking place in response to new pressures both in regular and special education. Issues addressed in this paper tend to become more abstract and ambiguous as conflicts over education of students with disabilities has expanded. In an attempt to clarify issues related to P. L. 94-142, points in question are distorted and new and different issues are generated. In limiting attention to the building principal, the authors' intent is not to suggest that the framework is thus restricted; indeed, it may be relevant in explaining the dynamics of many other aspects of the educational system.

Principals in the role of special education instructional leader can help shape new agendas and direct our attention to vital linkages between regular and special education. We believe more qualitative research on outlier districts and individual schools is needed to help describe principal effectiveness. It is the authors' desire that this paper will spark research efforts to develop the adapted framework and better identify the relationship between principal behavior and student outcomes.

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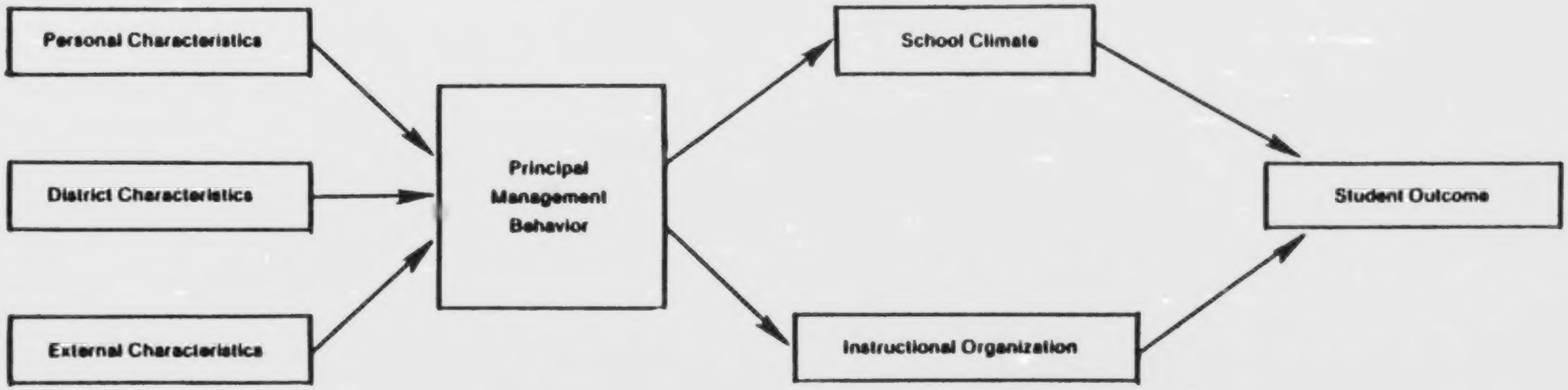
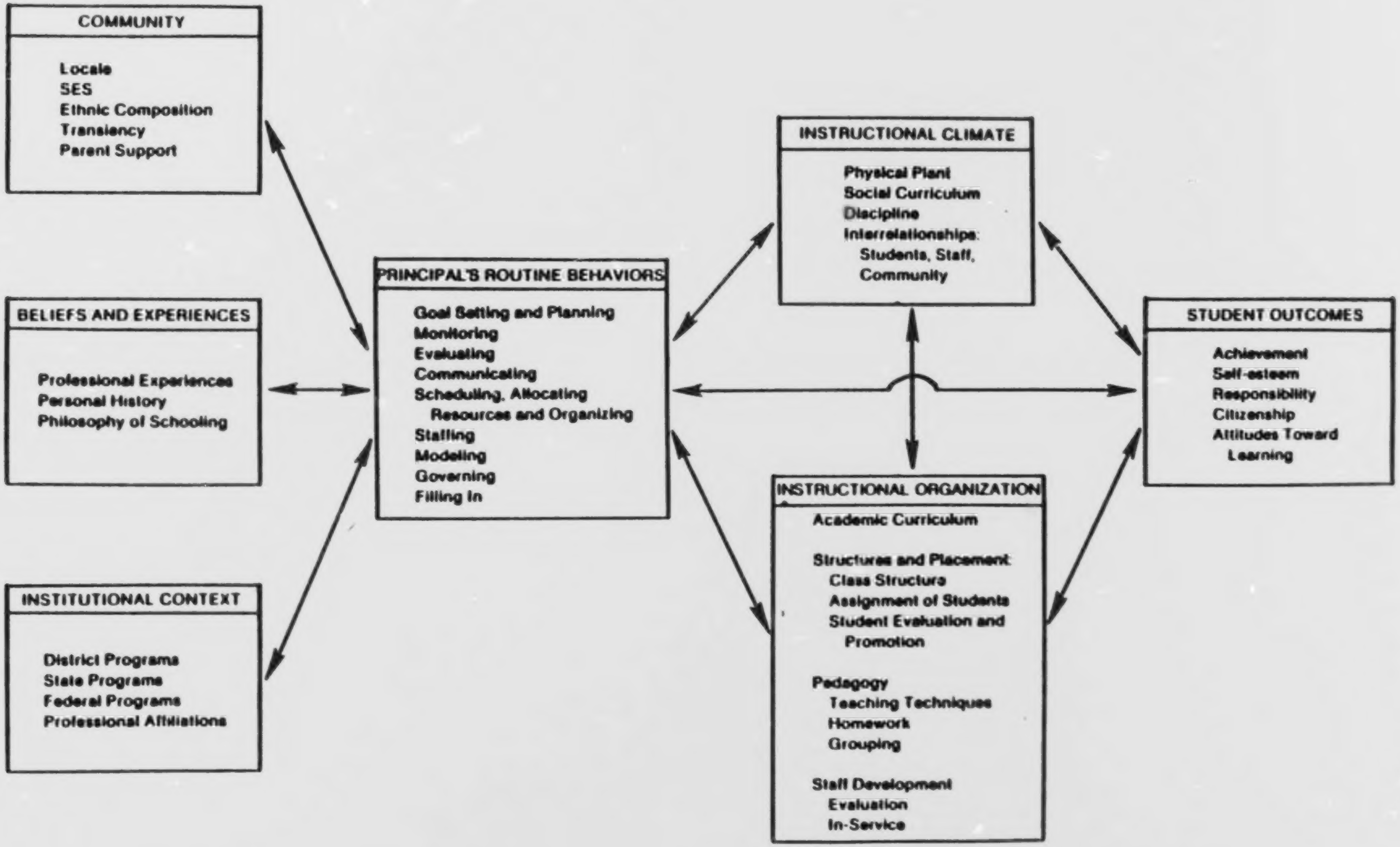

Personal Characteristics
District Characteristics
External Characteristics
Principal Management Behavior
School Climate
Instructional Organization
Student Outcome

Figure 1: A Framework for Examining Instructional Management
[From Bossert et al., 1982.]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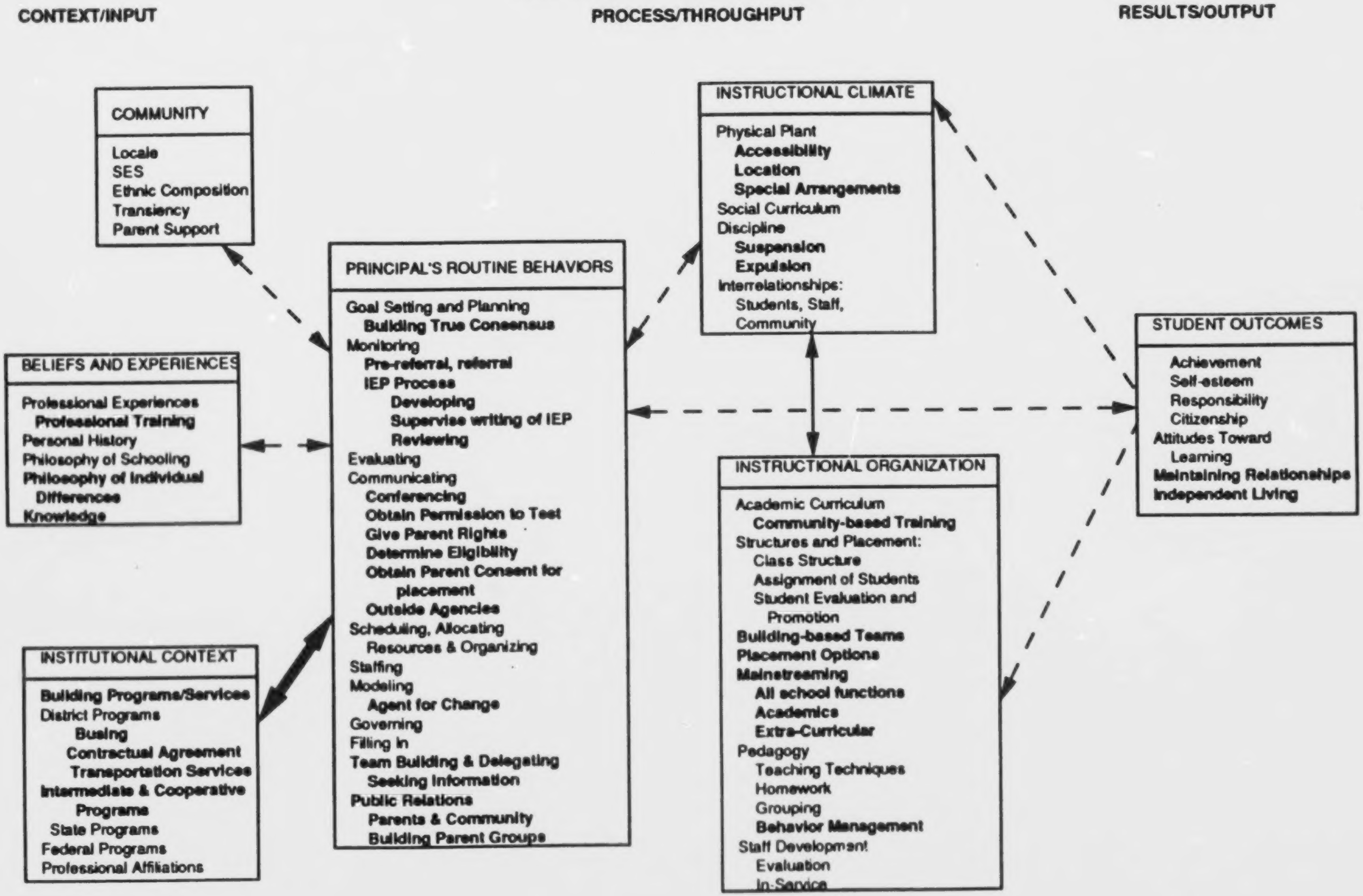
Parent Support
BELIEFS AND EXPERIENCES
Professional Experiences
Personal History
Philosophy of Schooling
INSTITUTIONAL CONTEXT
District Programs
State Programs
Federal Programs
Professional Affiliations
PRINCIPAL'S ROUTINE BEHAVIORS
Goal Setting and Planning
Monitoring
Evaluating
Communicating
Scheduling, Allocating
Resources and Organizing
Staffing
Modeling
Governing
Filling In
INSTRUCTIONAL CLIMATE
Physical Plant
Social Curriculum
Discipline
Interrelationships:
Students, Staff,
Community
INSTRUCTIONAL ORGANIZATION
Academic Curriculum
Structures and Placement:
Class Structure
Assignment of Students
Student Evaluation and
Promotion
Pedagogy
Teaching Techniques
Homework
Grouping
Staff Development
Evaluation
In-Service
STUDENT OUTCOMES
Achievement
Self-esteem
Responsibility
Citizenship
Attitudes Toward
Learning

Figure 2: Framework of instructional leadership
[From Dwyer, Lee, Barnett, Filby, Rowan & Kojimoto, 1985.]

COMPOSITE ELEMENTARY FRAMEWORK


CONTEXT/INPUT
PROCESS/THROUGHPUT
RESULTS/OUTPUT
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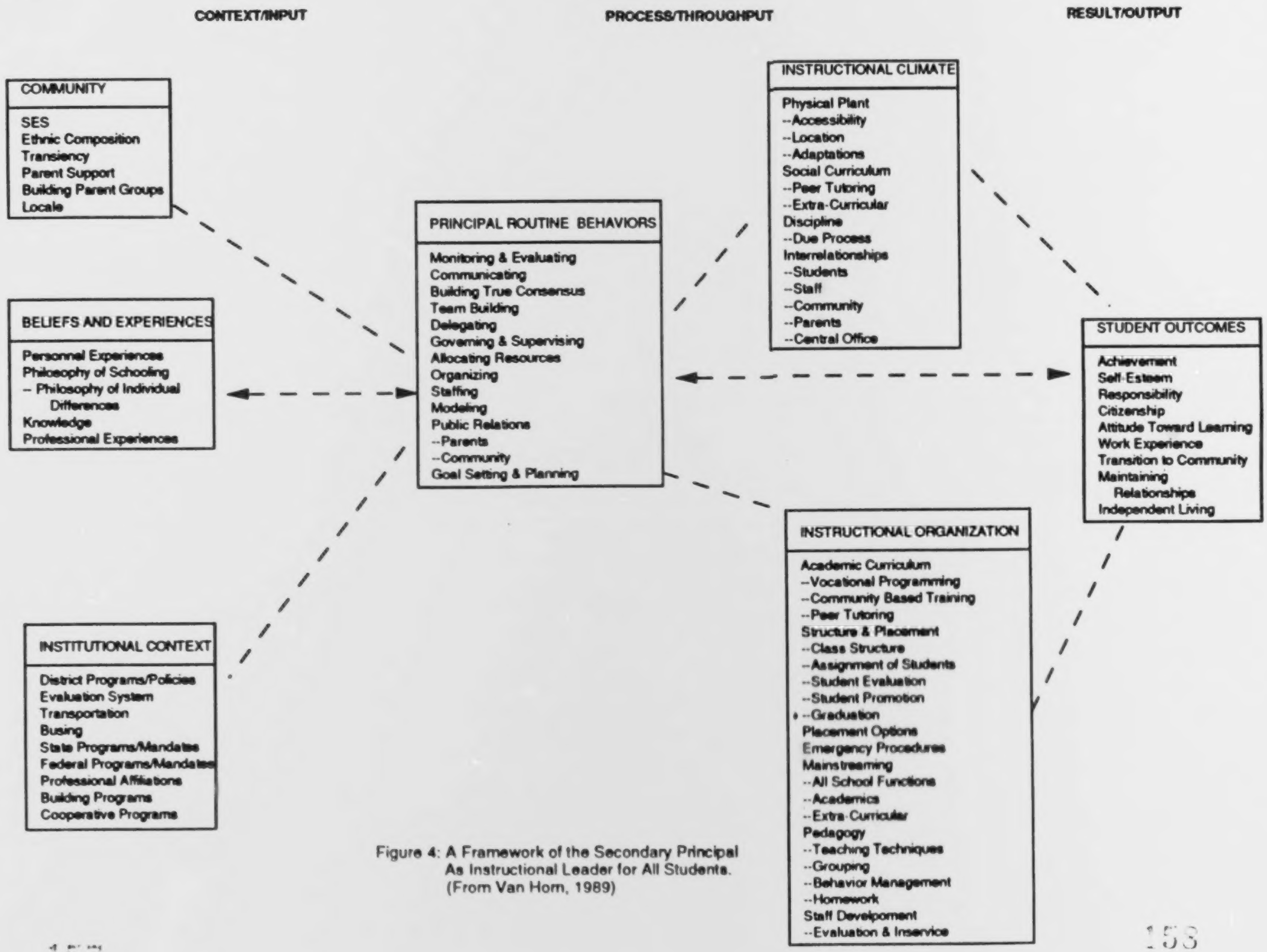
SES
Ethnic Composition
Transiency
Parent Support
BELIEFS AND EXPERIENCES
Professional Experiences
Professional Training
Personal History
Philosophy of Schooling
Philosophy of Individual Differences
Knowledge
INSTITUTIONAL CONTEXT
Building Programs/Services
District Programs
Busing
Contractual Agreement
Transportation Services
Intermediate & Cooperative Programs
State Programs
Federal Programs
Professional Affiliations
PRINCIPAL'S ROUTINE BEHAVIORS
Goal Setting and Planning
Building True Consensus
Monitoring
Pre-referral, referral
IEP Process
Developing
Supervise writing of IEP
Reviewing
Evaluating
Communicating
Conferencing
Obtain Permission to Test
Give Parent Rights
Determine Eligibility
Obtain Parent Consent for placement
Outside Agencies
Scheduling, Allocating Resources & Organizing
Staffing
Modeling
Agent for Change
Governing
Filling In
Team Building & Delegating
Seeking Information
Public Relations
Parents & Community
Building Parent Groups
INSTRUCTIONAL CLIMATE
Physical Plant
Accessibility
Location
Special Arrangements
Social Curriculum
Discipline
Suspension
Expulsion
Interrelationships: Students, Staff, Community
INSTRUCTIONAL ORGANIZATION
Academic Curriculum
Community-based Training
Structures and Placement:
Class Structure
Assignment of Students
Student Evaluation and Promotion
Building-based Teams
Placement Options
Mainstreaming
All school functions
Academics
Extra-Curricular
Pedagogy
Teaching Techniques
Homework
Grouping
Behavior Management
Staff Development
Evaluation
In-Service
STUDENT OUTCOMES
Achievement
Self-esteem
Responsibility
Citizenship
Attitudes Toward Learning
Maintaining Relationships
Independent Living

Figure 3: From dissertation of Linda DeClue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Ethnic Composition
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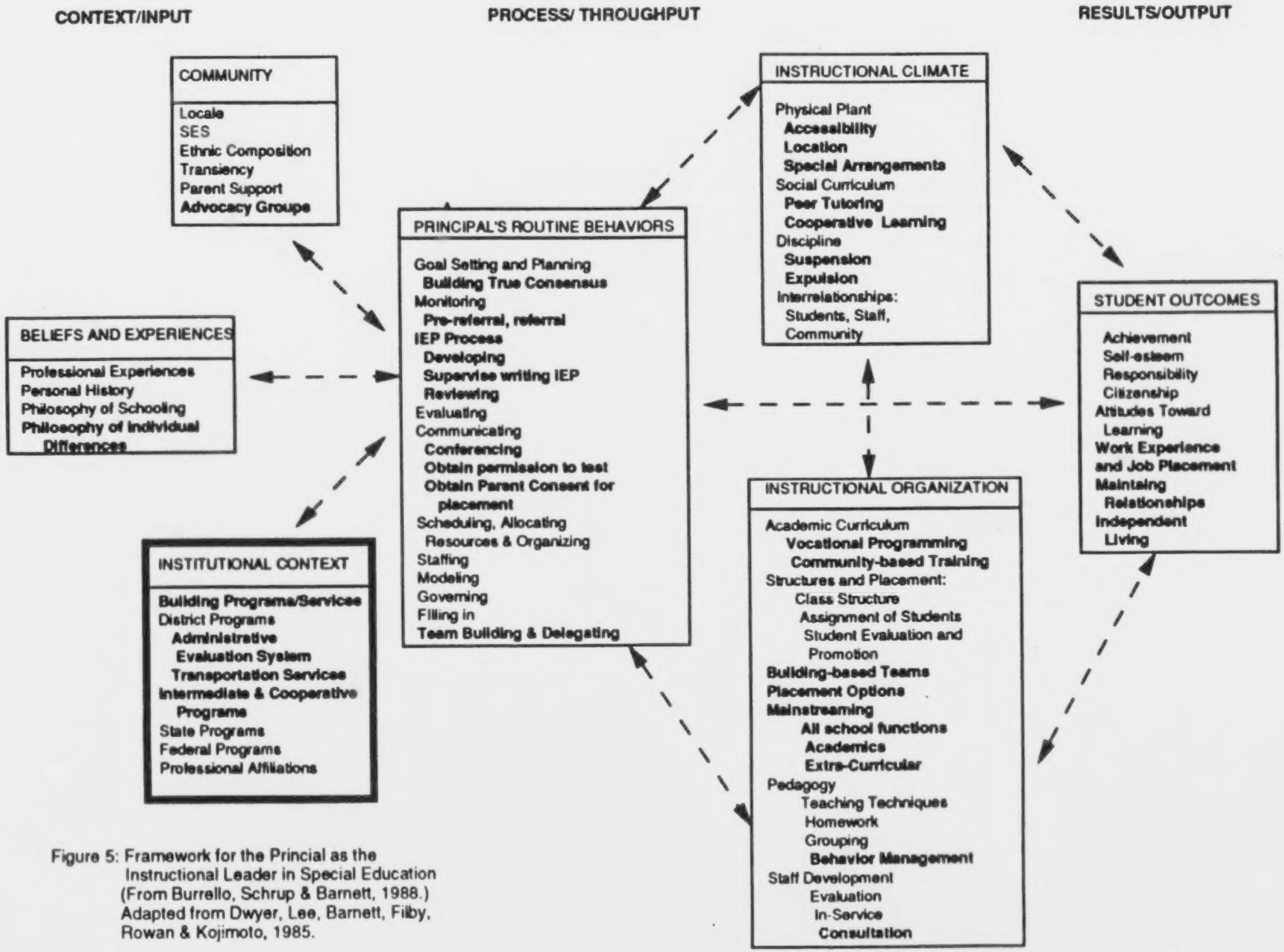
Parent Support
Building Parent Groups
Locale
BELIEFS AND EXPERIENCES
Personnel Experiences
Philosophy of Schooling
-- Philosophy of Individual Differences
Knowledge
Professional Experiences
INSTITUTIONAL CONTEXT
District Programs/Policies
Evaluation System
Transportation
Busing
State Programs/Mandates
Federal Programs/Mandates
Professional Affiliations
Building Programs
Cooperative Programs
PRINCIPAL ROUTINE BEHAVIORS
Monitoring & Evaluating
Communicating
Building True Consensus
Team Building
Delegating
Governing & Supervising
Allocating Resources
Organizing
Staffing
Modeling
Public Relations
--Parents
--Community
Goal Setting & Planning
INSTRUCTIONAL CLIMATE
Physical Plant
--Accessibility
--Location
--Adaptations
Social Curriculum
--Peer Tutoring
--Extra-Curricular
Discipline
--Due Process
Interrelationships
--Students
--Staff
--Community
--Parents
--Central Office
INSTRUCTIONAL ORGANIZATION
Academic Curriculum
--Vocational Programming
--Community Based Training
--Peer Tutoring
Structure & Placement
--Class Structure
--Assignment of Students
--Student Evaluation
--Student Promotion
--Graduation
Placement Options
Emergency Procedures
Mainstreaming
--All School Functions
--Academics
--Extra-Curricular
Pedagogy
--Teaching Techniques
--Grouping
--Behavior Management
--Homework
Staff Development
--Evaluation & Inservice
STUDENT OUTCOMES
Achievement
Self-Esteem
Responsibility
Citizenship
Attitude Toward Learning
Work Experience
Transition to Community
Maintaining Relationships
Independent Living

Figure 4: A Framework of the Secondary Principal As Instructional Leader for All Students. (From Van Horn, 1989)


CONTEXT/INPUT
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Building Programs/Services
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Obtain permission to test
Obtain Parent Consent for placement
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Teaching Techniques
Homework
Grouping
Behavior Management
Staff Development
Evaluation
In-Service
Consultation
STUDENT OUTCOMES
Achievement
Self-esteem
Responsibility
Citizenship
Attitudes Toward Learning
Work Experience and Job Placement
Maintaing Relationships
Independent Living

Figure 5: Framework for the Princial as the Instructional Leader in Special Education (From Burrello, Schrup & Barnett, 1988.) Adapted from Dwyer, Lee, Barnett, Filby, Rowan & Kojimoto, 1985.

FIELD TEST MATERIALS

PRINCIPAL'S
TRAINING SIMULATOR
IN
SPECIAL EDUCATION

SPECIAL EDUCATION HANDBOOK FOR ADMINISTRATORS

Designed and Developed by:
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Professor of Education and Project Director
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and

George Van Horn, Ed. D.
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J.D. Andrus Memorial School
New York, New York

1990/91

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School of Education, Indiana University

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Printed in the United States of America

This material was adapted from the original work of Dr. Daniel Sage at Syracuse University in 1967 and in subsequent versions through 1980. We are indebted to his research and development in simulation in the training of educational leadership personnel.

This booklet is one of a series comprising the consumable kit for the Principal's Training Simulator in Special Education (PTSSE), a simulation for pre-service and in-service orientation of administrative and supervisory personnel to significant issues in the education of exceptional children. This and other items of the Instructor's Manual and copies of the Participant's Consumable Booklet may be purchased from:

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Indiana University
School of Education
School Administration 241
Bloomington, Indiana 47405

Rev. 12/87

SPECIAL EDUCATION SERVICES

The Department of Special Education, under the administrative responsibility of the Director, exists to provide services of an instructional nature to those students of the Dormit Central School District who have instructional needs beyond that which can be provided in the regular classes and programs of the District.

GENERAL RESOLUTION (Already Adopted)

WHEREAS, it is the goal of the Dormit Central School District to provide for the educational needs of all students, including those with disabilities.

THEREFORE, be it resolved that Dormit Central School District will provide a free, appropriate education for all students as defined in applicable State of LaFayette and Federal laws governing the education of students with disabilities.

BE IT FURTHER RESOLVED, that the administration of this school district is hereby directed to develop written administrative procedures to carry out this policy.

ADDITIONAL RESOLUTION (Competency)

Students with disabilities will participate in the locally developed competency based education program requirements on an individual basis.

The determination that an individual student with disabilities is exempted will be made using the following procedures:

- The student's present level of educational performance as indicated by the Individualized Education Program (IEP) will be reviewed.
- During the Individualized Education Program meeting, a statement regarding participation or exemption will be identified on the Individualized Education Program as part of the statement regarding the extent to which the student will be able to participate in regular education programs.
- If it is determined that the student will participate in the competency based education program, any necessary modifications in the testing procedure will be indicated on the Individualized Education Program.

CHILD IDENTIFICATION

I. GENERAL

A. The school district will conduct an on-going system for the identification, location and evaluation of all students with disabilities below twenty-two years of age, regardless of the severity of their disability, residing within the district who may be in need of special education and/or related services. This system will include students who are currently receiving such program services in public school and from private or non-public agencies.

B. The district shall consult with agencies relating to developmental disabilities, county agencies of mental health, other educational agencies, and other agencies having information concerning students with disabilities.

C. The district shall make available to the general public written procedures for the identification of students with disabilities and the operation of a Child Information Management system.

II. IN-SCHOOL

A. School personnel (teacher, counselor, principal, nurse, other), parent, self (student), agency personnel, physician, or any other person may refer a student suspected of being disabled.

B. The on-going identification system will utilize information within existing school records such as those maintained by school nurses, special education personnel, administrators, and others in the school system who may have information concerning students with disabilities.

C. Upon identification of a suspected disabled student, the referral source follows the procedures described in "Pre-Evaluation Activities."

III. OUT-OF-SCHOOL

A. On-going

If an out-of-school suspected disabled student is identified, the referral source follows the procedures described in the "Pre-Evaluation Activities." The Child Information Management system will be used to record information on suspected disabled students.

B. Awareness Campaign

1. In accordance with the district's responsibilities, beginning with the first day of school in January, 1977, and every third year thereafter, the school district shall initiate an intensive awareness campaign as part of its on-going out-of-school child identification system to find all disabled persons below twenty-two years of age.

2. The district shall publish a notice in the native language of the various population groups, in newspapers having significant circulation within the geographic area which shall include: (a) purpose of the identification activities and a description of the students on whom data will be maintained; (b) types of data sought, methods and sources to be used in gathering data, and the uses to be made of the data; (c) a summary of the policies and procedures to be followed regarding storage, disclosure, retention, and destruction of all personally identifiable data; and (d) a description of the rights of parents and students regarding this data.

3. The district shall engage in other awareness activities such as distributing printed materials, contacting agencies and organizations, providing radio and television public service announcements, and making presentations to service clubs. Evidence of such activities shall be on file.

4. The school district shall document that an attempt was made to contact every household within the school district at least once during the campaign by mail, telephone, household visit, or other appropriate contact. Evidence of such activities shall be on file.

DATA/RECORDS

I. CONFIDENTIALITY OF DATA

Parents of suspected disabled students will be given prior notice of confidentiality and access rights to personally identifiable or other pertinent data concerning the evaluation and placement of the child. These rights will be explained to parents in the brochure "Information for Parents."

The administrator responsible for assuring the confidentiality of personally identifiable data shall be responsible for:

1. Maintaining the records of all students referred, receiving or in need of special education and related services.
2. Maintaining a list for public inspection by position of authorized employees who have been informed of the district's policies and procedures, qualifying them for access to personally identifiable data.
3. Maintaining a record of persons whom the parent has authorized to have access to personally identifiable data.

Parents have the right to inspect and review all personally identifiable data which is collected, maintained, or used by the school in making educational decisions regarding their child. Upon request, the agency shall provide a listing of the types and locations of such data.

1. The school shall comply with such a request without necessary delay, before any IEP meeting or hearing relating to identification, evaluation, placement, or provision of a free, appropriate public education, and in any case within forty-five (45) days after the request has been made.
2. The parents may request copies of the records containing data regarding their child. A cost of copying fee may be charged for duplicating individual records. A fee may not be charged when the fee would effectively prevent the parent from exercising the right to inspect and review the data. No fee may be charged to search for or to retrieve data.
3. When records contain information on more than one student, parents shall be permitted to inspect, review and/or be informed on only the specific data regarding their child.
4. Schools shall offer to provide a person to aid in explanation and interpretation of record data.

EVALUATION

I. PRE-EVALUATION ACTIVITIES

A. The teacher, counselor, principal or other referral source requests consultation.

B. A conference shall be held involving the referral source, the principal (or designee), the student's teacher and/or counselor, and others as necessary to:

   1. Review available information and gather additional information if necessary.

   2. Consider alternatives to the present learning situation.

   3. Decide whether to continue or discontinue the referral.

C. If the referral is continued, the principal will make initial contact with the parent (if this has not already been done). The principal will provide information about the suspected disability and request a conference to discuss the possibility of an individual evaluation.

D. At the conference, or by phone if necessary, the principal shall (as soon as possible after the referral or within a reasonable time before the school district proposes or refuses to initiate a change in the identification, evaluation, or educational placement of the child or the provision of a free, appropriate public education to the child):

   1. Provide the parent(s) with written notification, in language understandable to the general public and in the native language of the parent or other mode of communication used by the parent, unless it is clearly not possible to do so, of the district's procedural safeguards by presenting/mailing.

      If the parent's native language or other mode of communication is not a written language, the district will document reasonable attempts to explain this information so that the parent understands the content of the notice.

   2. Review with and provide parents a copy of "Request for Parental Permission for Individual Assessment", the "Information for Parents" brochure, and the Special Education Eligibility Criteria Program/Services Description.

3. If the parent does not attend the conference, mail the materials indicated in #2 above with cover letter.

E. Written parental permission is necessary to conduct an evaluation for initial placement.

The parents may approve or refuse the requested evaluation.

1. If the consent form is returned with approval, the evaluation may proceed immediately.

2. If the consent form is returned with REFUSAL, the school district may initiate an impartial due process hearing to determine if the student may be evaluated.

II. MULTI-DISCIPLINARY EVALUATION

A. Every effort will be made to insure that students are not misclassified or unnecessarily labeled as being disabled because of inappropriate selection, administration, or interpretation of evaluation materials. A multi-disciplined assessment shall be conducted by the multi-disciplinary team (including a teacher or other specialist with knowledge in the area of suspected disability) of personnel qualified to perform the assessment in accordance with State Rules. The superintendent shall designate the evaluation team and team chairperson. The chairperson shall be responsible for preparing a written team report which summarizes and interprets the results of the multi-disciplinary evaluation for the IEP conference.

B. Information shall be collected from a variety of instruments and sources which are not racially and/or culturally discriminatory. When English is not the primary language of the home, assessment will be conducted in the student's native language or other mode of communication unless it is clearly not feasible to do so.

C. Standardized instruments used shall be administered by trained personnel in accordance with the producer's instructions and for the purpose for which they were validated.

Tests shall be selected and administered so to best insure that when a test is administered to a student with sensory disabilities, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's sensory disabilities, manual or speaking skills except where those skills are factors which the test purports to measure.

D. The parent of the suspected disabled child may provide information which shall be included in the multi-disciplinary evaluation.

E. Descriptive current (less than one year old at the time of the IEP conference) evaluation data shall be compiled from as many of the following areas, and other areas, as required by Rules for determining the student's educational performance, including the learning characteristics and the student's unique educational needs:

medical history and evaluation,
educational and developmental history,
personal/social/emotional functioning,
cognitive functioning,
academic functioning,
vocational/occupational needs,
communication skills,
gross/fine/sensory motor skills,
adaptive behavior,
social or cultural background,
physical condition

F. All students with disabilities shall be re-evaluated, at least once every three years, and more frequently if conditions warrant or if the student's parent or teacher requests a re-evaluation.

G. If the parent wishes an independent evaluation:

1. Upon request, the school district will provide information to parents about where they may obtain an independent evaluation at their own expense.

2. If the parent disagrees with the multi-disciplinary evaluation provided by the school district, the district will arrange for an independent evaluation at no cost to the parent. Such evaluation shall be provided using the school district's criteria regarding location of the evaluation and qualifications of the examiner. However, if the school district chooses not to provide an independent evaluation, it may initiate an impartial hearing to show that its evaluation is appropriate. If the final decision is that the school's evaluation is appropriate, the parent may obtain an independent evaluation at the parent's expense and the school must consider the results from that evaluation in making any educational decisions concerning their child.

H. When it is suspected that placement may need to be made in another school district, another educational agency, or in an agency administered by the Department of Mental Health, as early as possible in the referral and multidisciplinary evaluation processes and prior to the IEP conference, the superintendent shall consult with the agency directly affected by the possible placement.

CASE CONFERENCE COMMITTEE

The Case Conference Committee is a state mandated group of professionals and parents organized for several specific purposes according to the laws of the State of LaFayette.

The Dormit Central School District has convened a district-wide Case Conference Committee (CCC) in accordance with those laws. In practice, district CCC will accomplish the following tasks:

1. make decisions concerning the conditions of students with disabilities.
2. act as a resource and consultant group to the facilities of individual schools on the behavior and performance of students.
3. provide a collaborative forum for the faculties of individual schools in working toward creative interventions with students.

The Department of Special Education has taken responsibility for developing procedures and guidelines for the operation of these committees.

The CCC presents a unique opportunity for schools to respond to the special needs of individual students. Students with disabling conditions represent a difficult challenge to the resources of the larger school system, the community, as well as individuals and their families. Providing programs requires an understanding of the complex dimensions of students' social, emotional, physical and cognitive functioning. Implementing programs, however well based in effective evaluation, requires cooperation and collaboration among diverse institutional systems and professional groups.

The Local Case Conference Committee

In addition to the District-Wide Case Conference Committee (DCCC), each school should have its own Local Case Conference Committee (LCCC). The LCCC should take primary responsibility for information gathering and case presentation. The principal (or his/her designee) can refer a case to the DCCC when there are exemptions, appeals, or out of school placements of a primary concern. When students with disabilities transfer from another district, a tentative placement is made by the Special Education Department. This placement will be subsequently reviewed by the DCCC.

Community and private agencies involved in the education of students with disabilites may refer directly to the DCCC.

The LCCC is appointed by the principal and should be comprised of the following members:

- principal, chairperson
- school psychologist
- school nurse or physician
- teacher of special education
- regular class teacher
- parent of a disabled student

The DCCC is appointed by the superintendent and is comprised of the following members:

- director of special education, chairperson
- a psychologist
- the chief nurse or other school nurse
- a special education teacher
- a principal
- a parent (of a disabled child)

Ad hoc members shall be invited by the committee chairperson whenever the input is deemed appropriate.

Prerequisites for Referral to LCCC

The following guidelines provide direction for pre-Case Conference Committee action.

1. Referral Sources

   a. The student may be referred to the LCCC by one or more of the following: mainstream classroom teachers, special education teachers, resource teachers, within-system transfers, extra-system transfers, parents, community agency, or self-referrals.

2. Referral Receptors

   a. All members of the Committee may receive referrals. These persons (i.e., referral receptors) include: counselors, school psychologist, nurse, vice-principal, principal, parent representative, or teacher representative.

Many students will come to the attention of the referral receptors (e.g., counselors, nurse, principal, etc.) that do not require LCCC consideration. It is entirely appropriate for any of these school personnel to initiate a variety of educational interventions without recourse to Committee action. It is expected that most difficulties will be handled in this manner.

3. If the referral receptor determines that LCCC consideration is required, the principal should be immediately informed.

4. The principal begins the implementation of Case Conference Committee action according to the Operations Checklist.

5. The principal will assign a member of the Committee to oversee the gathering of information required in the Checklist. After all appropriate information has been collected the principal will be advised that the case is ready for LCCC discussion.

6. Oral contact with parents will be made prior to LCCC consideration, during which parents will be advised of school staff's concerns and parent input will be requested.

7. Subsequent to placing a student's name on the LCCC agenda, a letter inviting his/her parents to attend the appropriate LCCC session(s) will be sent.

Referral Responsibilities of the LCCC

Original placement in Special Education Class.

After the LCCC has reached a decision regarding a particular student's classification and recommended placement, the parents will be formally notified in writing by the Special Education Department.

Transfer of Student Referral Folders.

In order to assist in the placement of students with disabilities, the LCCC should send the student referral folder with a copy of the Operations Checklist for LCCC completed to the Department of Special Education. The referral folder will include the Checklist plus the written reports submitted by the persons listed under item #3 of the checklist.

Due Process Consideration for All Referrals

In order to protect the rights of all parties concerned, strict adherence to the above procedures is critical. Chairpersons must oversee the timely accomplishment of the following steps in the procedure:

1. student is referred and an appropriate assessment process is planned;
2. the school informs parents, by oral contact, of referral to LCCC;
3. the assessment is undertaken;

4. by letter, parents are informed of the opportunity to participate with the committee;
5. case is presented to LCCC;
6. decision made by LCCC.

If a disabling condition is determined, the following must occur in collaboration with the parents:

a. Oral and written notice is given to the parent recommending that the student be classified as having a disabling condition;

b. Discuss proposed classification and reasons for such classification;

c. Specify tests and reports upon which the proposed classification was based;

d. Inform parent that written notification is forthcoming, which will include justification for the decision and the guidelines for reviewing or appealing the decision.

DUE PROCESS AND PROCEDURAL SAFEGUARDS

I. PROCEDURES FOR RESOLVING DIFFERENCES

In the event that there is concern or disagreement about the evaluation placement, educational program or periodic review of any student with disabilities, the following procedures have been established to resolve those differences.

A. Impartial Due Process Hearing

An Impartial Due Process Hearing may be requested at any time the school district proposes or refuses to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education to the student. The hearing may be requested by school district, parent(s), or other persons having primary care, custody or educational responsibilities for the student.

1. If the parent or other persons as described above request the hearing, they shall do so in writing to the Board of Education and the Superintendent. The superintendent shall provide a copy of the request to the administrative head of the school or agency providing the program to the student.

2. If the hearing has been requested by someone other than the student's parent(s), then the following applies:

    a. The parent(s) shall be informed in writing of the request, the reason(s) for the request, and shall be invited to participate in the proceedings.

    b. All communications from the school district and the Hearing Officer shall be directed to both the person requesting the hearing and the parent(s).

3. Upon receipt of the request for a hearing, the superintendent shall:

    a. provide a copy of the Impartial Due Process Hearing Procedures to all concerned parties.

    b. inform the parent(s) of free or low-cost legal and other relevant services available in the area.

4. Impartial Hearing Officer's Decision

    a. The Impartial Hearing Officer's decision must be rendered and mailed to each of the parties within 45 days of the date on which the letter requesting the hearing was received. The decision shall be binding on all parties unless it is appealed.

b. During the pendency of any impartial hearing or subsequent appeals, unless the parent and school district agree otherwise, the student's educational placement will not be changed.

   If the complaint involves an application for initial admission to public school, the student, with the consent of the parent, must be placed in the public school program until the completion of all proceedings.

5. Costs

Costs incurred in the Impartial Due Process Hearing procedure will be assumed by the school district of the student's residence except in the following cases.

a. Costs incurred in Impartial Due Process Hearings requested by the parent shall be assumed by the school district of the student's residence except as follows:

   i. Expert testimony, outside medical evaluation, witness fees, and cost of counsel will be paid by the party requesting the services.

   ii. One copy of the verbatim transcript will be provided the parent at no cost. Additional copies will be paid for by the parent.

b. When the Impartial Due Process Hearing has been requested by another educational agency, the school district will share equally the costs of the hearing with the other educational agency, except as follows:

   i. Expert testimony, outside medical evaluation, witness fees, and cost of counsel will be paid by the party requesting the services.

   ii. One copy of the verbatim transcript will be provided the parent at no cost, upon request. Additional copies will be paid for by the parent.

6. State Level Review

a. A party aggrieved by the findings and decision rendered as a result of an Impartial Due Process Hearing conducted at the local level may appeal in writing to the State Board of Education.

b. Upon receipt of such an appeal to the State Board of Education, the Superintendent of Public Instruction shall appoint a reviewing officer who shall be responsible for conducting the review.

c. The reviewing officer shall issue a final order within 30 days, unless an extension has been granted at the request of either party.

7. Appeal to Courts

Any party aggrieved by the final order of the reviewing officer may appeal the final order to the following courts only after conclusion of an Impartial Due Process Hearing and state level review:

a. The common pleas court of the student's school district of residence, or

b. The Federal District Court of Competent Jurisdiction

B. Mediation

Mediation is recommended, but cannot be used to delay or deny an Impartial Due Process Hearing that has been requested in writing. In many cases, mediation may lead to resolution of differences without the development of an adversary relationship. The steps in mediation include:

1. Case Conference

Case conference procedures are informal procedures ordinarily used in the evaluation, placement and periodic review process to provide the parents and the school district an opportunity to review and interpret information regarding the student and his or her IEP and to resolve problems encountered during this process.

2. Administrative Review

An Administrative Review may be requested by parent or agency when there are differences concerning the evaluation, placement, educational program of the student.

a. The request shall be made in writing to the superintendent.

b. Upon receipt of a complaint, the superintendent, without undue delay and at a time and place convenient to all parties, shall conduct a review, may hold an administrative hearing, and shall notify all parties in writing of his or her decision within twenty (20) days.

c. Every effort should be made in the review to resolve any disagreements.

d. All parties have the right to invite others to participate in the administrative review, including legal counsel.

3. Pre-Hearing Conference

   a. After all efforts have been exhausted at the school district level, and ordinarily after an impartial hearing officer has been appointed, a representative of the LaFayette Department of Education may be asked to mediate any dispute.

   b. The school district will arrange a time for the pre-hearing conference in the school's geographical area mutually agreeable to the parent, school personnel, and the representative from the state.

This section is divided into the following types of disabilities as provided in Public Law 94-142 (P.L. 94-142).

3.1 Communication Disability
3.2 Seriously Emotionally Disabled
3.3 Hearing Disabled
3.4 Multiply Disabled
3.5 Mentally Disabled
3.6 Physically Disabled
3.7 Learning Disabled
3.8 Visually Disabled

Sub-Section A

The sub-section provides definitions for each disability found in both P.L. 94-142 and State of LaFayette is found below.

Sub-Section B

This sub-section provides identifying characteristics for each disability. These identifying characteristics are not all-inclusive, but provide general guidelines to assist in recognizing the disabling conditions. When utilizing this section, attention should be given to consistent patterns of behaviors, not isolated instances.

Sub-Section C

This sub-section provides a general description of each special education program area.

3.1 COMMUNICATION DISABILITY

A. Definitions

P. L. 94-142. Communication disabilities include a communication disorder, language impairment, impaired articulation or voice impairment which adversely affects a student's educational performance.

B. Identifying Characteristics

1. Is the student's speech unclear and difficult to understand?

2. Does the student stutter?

3. Is there anything unusual about the student's rate, pitch, and/or quality of speech?

4. Is it difficult for the student to comprehend what you are saying?

5. Does the student speak or answer in one or two word sentences?

6. Does the student have difficulty expressing his/her thoughts?

C. Program Description

All students ages 5 through 18 with communication disabilities will be offered a program. Speech, hearing, and language pathologist will offer complete diagnostic speech and language evaluations, hearing evaluations, and respective referral services, consultative services and speech, hearing, and/or language therapy.

3.2 EMOTIONALLY DISABLED

A. Definitions

1. P.L. 94-142. The student exhibits one or more of the following characteristics over a long period of time which adversely affects his/her educational performance, to a marked degree:

   (a) inability to learn not explained by intellectual, sensory, or health factors;
   (b) inability to build or maintain interpersonal relationships with peers and teachers;
   (c) inappropriate types of behavior under normal circumstances;
   (d) general pervasive mood of unhappiness or depression;
   (e) tendency to develop physical symptoms or fears associated with personal or school problems.

B. Identifying Characteristics

1. Is the student hyperactive, impulsive, or easily distracted?

2. Does the student withdraw from social contact with adults and peers?

3. Does the student develop a "tic", eye blinks, or facial and body movements when confronted with a difficult situation?

4. Does the student seek an excessive amount of help and reassurance?

5. Is the student overly submissive to peers, adults, or authority?

6. Does the student behave in a bizzare manner?

7. Does the student threaten others verbally or physically?

8. Does the student often get himself/herself into situations which may hurt or frighten him/her?

9. Does the student appear anxious and tense when confronted with school work?

10. Is the student often a scapegoat?

11. Do the inappropriate behaviors of the student interfere with academic performance?

12. What are the frequencies, intensities, and durations of the described behaviors?

C. Program Description

The program for the emotionally disabled is a complete and comprehensive program designed to meet the educational and social needs of students identified as emotionally disabled. Programming may include consultation, instructional resource services, and/or special classrooms and teachers, counseling for parents, liaison with physicians and mainstreaming whenever possible. In addition to the concentrated effort in dealing with the student's emotional difficulties, the general academic and social development of the students are addressed by individual instruction. The program is designed to meet the instruction, not only through the special classroom facilities and specialized instruction, but also through the training of parents.

3.3 HEARING DISABLED

A. Definitions

1. P. L. 94-142

Deaf - The student has a hearing impairment so severe that s/he is impaired in processing linguistic information through hearing, with or without amplification; this impairment adversely affects educational performance.

Hard of Hearing - The student has a hearing impairment, permanent or fluctuating, which adversely affects his/her educational performance but which is not included under the definition of deaf.

B. Identifying Characteristics

1. Is there a history of hearing loss in the student's family?

2. Does the student appear to hear some things and not others?

3. Does the student have language and articulation problems which are immature for his/her age?

4. Does the student speak in either an extremely loud or an extremely soft voice?

5. Does the student have a history of earaches or ear infections?

6. Does the student attain consistently higher scores on performance sections of achievement tests than on the verbal and written sections?

7. Does the student complain that s/he cannot hear in class?

C. Program Description

The hearing disabled program provides special consultations, instructional resource services and special classes for the hearing impaired student through age 18.

3.4 MULTIPLY DISABLED

A. Definitions

1. P.L. 94-142. Multiply disabled students have concomitant impairments, the combination of which causes such severe educational problems that the student cannot be accommodated in special education programs solely for one of the impairments (excluding deaf-blind).

B. Identifying Characteristics

Specific identifying factors for multiply disabled students are not practical due to the diversity of the population. It is important to remember that the student must display two or more disabling conditions which result in severe disabilities. Specific identifying factors listed in the other conditions presented may be most helpful in determining the disability.

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C. Program Description

A specially equipped, self-contained classroom within the public school setting, staffed with a teacher certified to teach mentally disabled students in LaFayette, will be provided for the multiply disabled student. Only students who meet the definition of multiply disabled and those who have completed a diagnostic-teaching evaluation shall be recommended for placement in a classroom for the multiply disabled.

The basic skill areas from which behaviorally based individualized instructional units may be provided are: motor skills, including gross and fine motor skills; self-help skills, including toileting, washing, eating, and dressing skills; communication skills, including expressive and receptive language abililties; social skills, including establishment and reinforcement of appropriate group interaction, emotional control, and following instructions and directions; and individualized academic instruction.

In addition to the aforementioned programming, complete diagnostic and therapeutic physical therapy programming may be available to each student.

3.5 MENTALLY DISABLED

A. Definitions

1. P.L. 94-142. The student demonstrates significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior, manifested during the developmental period, which adversely affect educational performance.

B. Degrees of Disability

1. Mildly Mentally Disabled - more than two standard deviations below average in intelligence and adaptive behavior.

2. Moderately Mentally Disabled - more than three standard deviations below the mean in intelligence and adaptive behavior.

3. Severely/Profoundly Mentally Disabled - more than four standard deviations below the mean in intelligence and adaptive behavior.

C. Identifying Characteristics

1. Compared with the other students in class, does the student appear to be physically less mature?
2. Does the student generally have to be told more than once how to do things because of poor memory or inability to understand?
3. Does the student find it difficult to remember or retain what he/she has learned?
4. Does the student have difficulty understanding what he/she reads?
5. Does the student demonstrate immaturity in fine motor tasks such as writing or drawing?
6. Does the student have difficulty grasping and controlling the pencil when printing, writing, or drawing?
7. Does the student demonstrate immaturity in his/her relationships with adults and peers?
8. Does the student appear immature in self-help skills such as using public transportation, shopping, getting around the school?
9. Does the student demonstrate inappropriate judgments in social situations?
10. Is the student able to assume responsibilities appropriate for his/her age?
11. Does it seem to take the student longer to figure things out?
12. Does the student appear awkward and clumsy in walking and in physical activity?
13. Does the student lack the ability to think and reason abstractly?
14. In comparison to peers, is the student consistently below average in all function areas?

C. Program Description

1. Mildly Mentally Disabled. Special classrooms, instructional resource services and special consultation provide for the sequential development of the students with mild mental disabilities, ages

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5 through 18. Following the determination of eligibility and development of an individualized education program, the Case Conference Committee shall recommend the type of instruction needed from the above mentioned alternatives.

All alternatives provide for the least restrictive environment in order to further maximize the student's total development. Class size and caseloads should consider the individual needs of each student enrolled as specific in the student's individualized education program (IEP) and the group composition. Special classes may be offered in four age groupings: primary, intermediate, junior high, and high school levels.

2. Moderately Mentally Disabled. The program for the students with moderate mental disabilities includes classrooms staffed with instructors certified to teach mentally disabled students in LaFayette. Provisions have been made for sequential development within all grade levels of students ages 5 through 18.

   Special consultations are available in addition to the special classroom. The Case Conference Committee shall recommend the type of placement and instructional needs in addition to providing for the least restrictive environment for each student. General classroom and individualized instructional curriculum units include: self-care/self-help skills; motor development; communication skills; social skills; academic skills; and prevocational training.

3. Severely/Profoundly Mentally Disabled. The program for the students with severe mental disabilities includes classrooms staffed with instructors certified to teach mentally disabled students in LaFayette. Classrooms are provided in two age groupings. The general level of mental development of the severely mentally disabled is such that she/he can learn to communicate, can learn elemental health habits and can profit from systematic habit training.

   General class and individualized instruction provide a meaningful and accountable curriculum which includes: self-help skills consisting of toileting, washing, eating and dressing; motor skills including fine and gross motor skills as well as classroom-related motor skills; communication skills including expressive and receptive skills; and social skills consisting of group behavior, individual behavior, cooperation, emotional control and following directions or instructions. The Case Conference Committee shall recommend the type of placement and instructional needs considering the least restrictive environment appropriate for each student.

3.6 PHYSICALLY DISABLED

A. Definitions

P.L. 94-142. The student has severe orthopedic impairment (including congenital anomalies) which adversely affects educational performance.

B. Identifying Characteristics

Does the student have any physical or health impairment that in any way interferes with his/her performance in the classroom?

C. Program Description

Following determination of eligibility and development of an individualized education program, the Case Conference Ccommittee shall recommend appropriate placement after considering the nature and severity of the disability and the type of needed instruction. Placement shall be made for educational purposes. The alternatives to be considered may include the following: regular classroom with resource room, resource room, and special classes for the students with physical disabilities. Appropriate and adequate equipment shall be provided in the least restrictive environment appropriate in order to maximize the student's total development.

3.7 LEARNING DISABLED

A. Definitions

1. P.L. 94-142. A learning disability is a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, manifesting itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term includes perceptual disabilities, but excludes problems resulting from sensory impairments, mental retardation, emotional disturbance or from environmental, cultural, or economic disadvantage.

B. Identifying Characteristics

1. Does the student have difficulty understanding and integrating writing and language?
2. Can the student learn from listening, but not from reading?
3. Is writing cramped, crowded, and laborious?
4. Does the student grasp concepts of numbers, space or time?
5. Does the student exhibit overactive, uncontrolled, or impulsive behavior?
6. Does the student show inability to concentrate or have a short memory span?
7. Is the student frequently tired, or lack energy or strength?
8. Is the student easily distracted by extraneous noise or movement?
9. Does the student's behavior unusually vary from day to day?
10. Can the student verbally express himself/herself far above his/her written level?
11. Can the student perform tasks with objects far better than his/her verbal abilities would indicate?
12. Can the student perform verbally far better than she/he can with tasks concerning objects?
13. Does the student have difficulty in finding his/her way or locating objects?
14. Can the student follow written instructions but not verbal ones?
15. Does the student have problems in determining similarities and differences?
16. Is the student clumsy or awkward?
17. Does the student exhibit signs of an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations?
18. Do the academic and performance behaviors seem erratic?

C. Program Description

The learning disabilities program provides special classrooms, diagnostic teaching resource services, and special consultation services for the sequential development of the student with learning disabilities, ages 5 through 18. All alternatives shall provide the student with the least restrictive educational environment. The major goal of the program is to identify through educational, medical, and diagnostic teaching methods, the specific learning deficiencies of each student in the program and assist the regular classroom teacher in dealing with the student educationally.

3.8 VISUALLY DISABLED

A. Definitions

1. P.L. 94-142. Students with a visual disability which, even with correction, adversely affects their educational performance. Both blind and partially sighted are included.

B. Identifying Characteristics

1. Does the student have trouble reading written work on the chalkboard?
2. Does he/she lean very close to the material when reading at his/her desk?
3. Does the student rub his/her eyes, blink often or have other unusual mannerisms that might indicate visual difficulties?

C. Program Description

Special consultations and instructional resource services provide for the educational development of students with visual disabilities, ages 5 through 18. All alternatives provide for the least restrictive environment in order to further maximize the student's total development. Students with visual disabilities will be educated in the local education agency unless one of the following conditions exists:

1) The parent of a student with a visual disability expresses a preference that their child attend the LaFayette School for the Blind.

2) The comprehensive plan for serving students with visual disabilities in the resident school or joint services cooperative is not approved by the Department of Public Instruction because of inability to provide a comprehensive program according to the "Guidelines for Comprehensive Planning."

3) It is the considered opinion of an attending physician, the parent, the school and the administration of the LaFayette School for the Blind, that the child should be placed in the LaFayette School for the Blind.

The Hospitalized and Homebound

Provisions for the Hospitalized and Homebound

Instruction in the home or in a hospital is provided by the Dormit Central School District for any student in the district who, because of illness or injury or other physical condition, is unable to attend school for an extended period of time.

This instruction is given by qualified teachers who go either to the home or the hospital.

Eligibility for Service

A student is eligible for home instruction if a statement signed by a physician and on file with the Director of Special Education indicates (1) that he/she is physically unable to attend school for three weeks or longer, yet well enough to receive instruction, and (2) that he/she is intellectually able to profit from educational services.

Procedure for Referral

The student's regular teachers, school nurse, principal, or the parent may originate the referral. It must be approved by both principal and parent, completed by attending physician and sent to the Director of Special Education. It is the parent's responsibility to see that the form is completed and referred to the school office.

Follow-Up of Referral

The Director of Special Education, after determining eligibility for the instruction, assigns a home or hospital teacher who visits the student's regular teacher, reviews his/her status and needs as a pupil, borrows textbooks if necessary, then visits the home or the hospital and works out a schedule for the instruction periods.

Teaching Time

Homebound pupils will receive the equivalent of one hour a day for the normal instructional week. The specific time of day will be worked out cooperatively by teacher and parent, with the approval of attending physician.

Where a group of hospitalized students may be brought together for instruction, such as in the Jackson County Hospital, a full-time teacher is provided.

The Speech Disabled

Provisions for the Speech Disabled

Speech therapy is provided, when indicated, through the twelfth grade with the greatest concentration in the elementary grades. The program is designed to aid the student with a speech disability. Students receive therapy in small groups or individually, depending upon the type and severity of the disabilility. The speech therapist works with articulation problems, cleft palate, problems of stuttering, mild hearing loss, and voice quality problems.

Identifying Characteristics of Speech Disabled

A student is said to have defective speech when his/her speech deviates so much from the norm that it interferes with communication, calls attention to itself, or causes the person to be maladjusted.

Procedure for Referral of Speech Disabled

Students are referred to the principal by the classroom teacher. Students may also be referred by parents, doctors, and nurses. The principal, in turn, refers the student to the speech therapist. Speech referral forms (Form 2-SE-64, see Appendix) are available in the school office. Each student is given an examination by the speech therapist. In addition, all students are screened at the third grade level. The therapist will be able to work with only a limited number of students. The type and severity will determine the case load. The therapy for each type of speech problem is different; therefore, the groupings and scheduling are the responsibility of the speech therapist, under the supervision of the Director of Special Education.

Eligibility for and Placement in Program for Speech Disabled

Each September, students who have been receiving therapy and need additional work are included in the program. New cases are selected from the referrals when the evaluation indicates that the speech problems will not be eliminated throguh maturation. Some students are not taken for therapy if parent counseling would be more effective. Others may need medical or dental attention prior to therapy.

Eligibility for Dismissal from the Program

A student is dismissed from therapy when as a result of working with the speech therapist, there is evidence that the communication barrier has been removed or compensated for and that the student can effectively carry over the improved communicative ability outside the therapy situation.

Size of Groups and Frequency of Lessons

Most students are seen in groups of three to five for half-hour periods once a week. A few very severe cases are seen individually. Some students who have had therapy but need reinforcement may be seen less frequently. In secondary schools, therapy is available only for unusually severe cases.

Welfare & Attendance Services

Provisions for Attendance Service

At the present time, Dormit Central School District has the service of one full-time attendance worker. Due to the limited availability of personnel, his primary function is attendance and not social work. The attendance service is administered by the Department of Pupil Personnel and the worker functions as an integral part of the team.

Function of the Attendance Worker

The attendance worker's primary responsibility is to help those students who are truant. This frequently means helping the parents and teachers of these children understand the nature and implications of these absences and their resultant effect upon the pupil's total adjustment and achievement in school.

Procedure for Referral for Attendance Service

Referral for attendance service may originate from any school person concerned with the student, but should be channeled through and approved by the principal. Responsibility for completing the referral (Form 2-pp-63, see Appendix) is the obligation of the referring person. The referral is then forwarded by the principal to the office fo the Director of Pupil Personnel.

Reasons for Referral

After three unexcused absences, the referral process is initiated. Prolonged medical or other excused absences are also routinely processed.

Follow-Up Procedure

It is the responsibility of the Welfare & Attendance Worker to keep the school and the Director of Pupil Personnel informed of the progress and disposition of the referred cases. Some of the agencies with whom the worker has a close relationship are the Juvenile Court, Family Service, Department of Public Welfare, Guidance Center, Health Department, Vocational Rehabilitation Services, etc. Referrals are occasionally made directly to the psychological service of the school.

Before any actual contact for the direct study of the student is initiated, permission of the parent for Diagnostic Study must be obtained. The school principal is responsible for securing the parents' signature on Form 9-PP-77.

The psychologist goes to the school, reviews the available school records pertaining to the student and then arranges to work with the student for a period of diagnostic evaluation. He/she must observe the student in the classroom.

Once rapport has been established between the student and the psychologist, a battery of tests is administered. The number and kinds of tests will vary depending upon the nature of the problem to be studied. Individual intelligence and achievement tests are usually given. Additional tests may also be selected from categories such as: personality, vocational interest, etc.

After testing, the psychologist then makes arrangements to have a conference with the referent. In the conference an oral and written report is given. Suggestions and recommendations are also made to help the staff member understand the student's behavior and to enable the person making the referral to work more effectively with the student.

A report is written that incorporates all the findings into a useful and understandable description of the student's needs, limitations, and potentials. In some instances, it may be necessary to refer the student for further diagnostic study by specialists in such areas as medicine and social work.

A diagnostic study is time-consuming. The period for actual testing may vary with different students. Usually, a complete work-up including checking records, testing, conferences, and writing reports, averages almost eight (8) hours.

School Nursing Services

Provisions for Nursing Services

At the present time, Dormit Central School District has the services of eight school nurses, one of whom is designated as Chief Nurse. They are each assigned two elementary schools and one secondary school. The nursing services are coordinated by the Director of Pupil Personnel.

Function of the School Nurse

The school nurse functions in a dual capacity. While providing the necessary health services for each school, she also functions in the area of social services by acting as a liaison person between the home and school. She is a permanent member of the Case Conference Committee. It is the responsibility of the school nurse to conduct annual visual and hearing screening, to refer students for physical examinations by private physicians or by the District Consulting Physician, and to serve as liaison with community health and welfare agencies.

Procedure for Referral for Nursing Services

Referral for nursing services may originate from any school person concerned with the student. (Form 2-pp-63, see Appendix.)

Follow-Up Procedure

It is the responsibility of the school nurse to keep the school personnel informed as to the disposition of each case.

SUSPENSION OR EXPULSION

Any disabled student enrolled in a special education program or class may be denied the right to attend school or to take part in any school function through suspension, expulsion, or exclusion. Although the procedure does provide due process, expulsion of a disabled student is also governed by federal regulations implementing P.L. 94-142. Because of the hybrid nature of such expulsions, a Case Conference Committee must be convened to make the change in placement. At the case conference, the relationship between the misconduct and the disability shall be determined. The following procedures must be followed for expulsion of a disabled student:

Situation I

When a causal relationship between misconduct and disability exists, and parent accepts change of placement.

1. Student misconduct requiring expulsion in opinion of principal (student may be suspended up to a period of five days)

   no time period specified

2. Notice of Case Conference to parent

3. Case Conference Coordinator convenes Case Conference

   10 school days

4. Case Conference Committee's findings and recommendation are sent to superintendent

   10 school days

5. Superintendent issues his/her report to the parent. Accompanying notice includes rights

   no time period specified

6. Parent signs for placement

7. Placement is implemented

Situation II

When a causal relationship between misconduct and disability exists, but parents do not accept change of placement.

Steps 1 through 5 are the same as in Situation I

6. Parent does not sign for placement

   no time period specified

7. Parent files a written request for a hearing with the local superintendent and the State Superintendent

   20 school days
   (hearing officer may grant additional time)

8. Hearing by an independent hearing officer appointed by the State Superintendent

   15 school days

9. Hearing officer renders written decision

   20 school days

10. School implements hearing officer's decision

or

11. School or parent files with the General Commission a petition for review of the hearing officer's decision

    10 school days

12. Other party files with the General Commission a reply to the petition for review

    20 school days

13. General Commission conducts an impartial review of hearing officer's decision

14. School or parent appeals the decision of the General Commission by filing in a civil court.

Situation III

When no causal relationship exists between misconduct and disability.

Steps 1 through 4 are the same as in Situation I.

5. Superintendent appoints a hearing examiner if he "deems that there are reasonable grounds for investigation or that an investigation is desirable"

   2 school days
   (plus added time not to exceed 2 school days)

6. Hearing examiner notifies student and parents of charges and right to hearing if requested

   10 calendar days

7. Hearing requested by parent. (This right is waived if not requested in writing within 10 days).

8. Hearing examiner gives notice of time and place of hearing

   2 to 5 school days

9. Hearing and determination

   as soon as reasonably possible

10. Superintendent makes his/her decision and sends it to the parent. Accompanying notice includes rights.

    no specified time period

11. Parents file a written rquest for a hearing by an impartial hearing examiner with the local superintendent and the State Superintendent

Procedures from this point are the same as steps 8 through 14 of Situation II.

REQUISITION FOR SUPPLIES AND EQUIPMENT

All special education staff members are entitled to a basic instructional allocation from their building principal. Special materials and equipment necessary to carry out an effective instructional program will be provided by the special education office.

All requisitions submitted to the special education office must be completed properly. It is the responsibility of the staff member submitting the requisition to secure the price of the items ordered and the address of the vendor. Requisitions that are not complete will be returned to the staff member.

Once the order has been processed by the Business Office, a gold copy of the purchase order will be sent to the individual who has submitted the requisition. When the materials or equipment arrive, the individual placing the order will check off on the gold copy the materials that have been received and return the gold copy to the Business Office.

Teachers who order materials from a vendor without a properly executed purchase order will be personally responsible for the payment of the bill.

SCHOOL DAY

Special education staff contracted by the Dormit Central School District will be expected to adhere to the school day as established by their building principal.

It will be the building principal's responsibility to provide duty free lunch periods and preparation time consistent with the negotiated agreement in his/her school district.

ASSIGNMENT OF EXTRA DUTY

Special education staff members will be expected to assume the same extra duties as other teachers in the district where they are assigned. The assignment of extra duties will be determined by the building principal and be consistent with established procedures of the district.

TRAVEL REIMBURSEMENT

Teachers employed by the Dormit Central School District and assigned to two or more schools will be reimbursed for travel between schools at the rate adopted by the Dormit Central School District (current .25 per mile). Teachers will not be paid for travel to their first school assignment or for returning to their home school after the close of the instructional day.

MEDICATIONS IN SCHOOL

1. All medications, prescription and non-prescription, delivered to the school must be clearly labeled as follows:
    a) the name of the student;
    b) the clock time of administration;
    c) the name of the medication, including quantity per dose; and
    d) the name of the prescribing physicians, as copied onto the label by the pharmacist if the medication is prescription.
2. Only medications received in their original bottles or containers with attached labels will be accepted.
3. A written authorization from the parents will be on file at the school before any prescription or non-prescription medication can be administered.

4. Written directions from the prescribing physician must be received by the school before any prescription drug can be administered; provided, however, the physician's directions are received by the school under this regulation when the prescription drug is received in the original bottle or container with the attached pharmacy label that designates the name of the student patient, the name of the prescribing physician, a recent issue date, the drug identity, the dosage instructions and any warning labels.

5. Only employees designated by the chief building administrator may administer medications, and the medication must be administered in the presence of another adult. (School nurses are exempt from this requirement.)

6. Parents will assume responsibility for delivering medications for recurring conditions (e.g., dilantin for epilepsy) to school.
    a) These medications should not be sent to school with the student, particularly in the case of the younger elementary student.
    b) Not more than a week's supply of such medication may be delivered to school for administration during school hours.
    c) The school nurse or designated employee will check the medication and arrange for safekeeping and administration and will provide supervision of this procedure as necessary.

7. Medications for use during convalescence may be sent to school with the student but only in such quantity as is sufficient for one school week.
8. Drugs or medications in unacceptable quantity which are brought to school may be removed from the person of the student to be held in safekeeping until called for by the parent or other responsible adults.
9. The school nurse will assume the responsibility for the administration of all medications which require an injection.
10. A log of all medications administered will be maintained by school medical personnel or by the designated employee in a central location (principal's office, health center, nurse's office, etc.) and periodically reviewed.
11. School employees may administer first aid in emergency cases.

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

(In-Service Training)

In order to aid the public schools with the implementation of P.L. 94-142, the federal government included the requirement that all districts must establish a Comprehensive System of Personnel Development. The LaFayette Department of Public Instruction, through the Division of Special Education and each school district with special education in LaFayette are mandated to annually submit a plan for personnel development. Failure to meet this requirement will result in the loss of receipts of 94-142 funds.

The Comprehensive System of Personnel Development provides that all personnel involved with the education of disabled students receive in-service training. This training should improve the awareness, knowledge, and skills of the participants. Through this process, the participants will be better qualified to teach disabled (as well as non-disabled) students.

Ultimately, the staff should be better qualified to:

A. Provide an education for disabled students in the least restrictive environment.

B. Insure the protection of rights of disabled children and parents.

C. Insure the effectiveness of efforts to educate disabled children.

Personnel to be trained include: special and regular educators, support personnel, administrators, and parents. At first, these needs may be general or undefined, but as awareness and the placment of disabled students in regular classroom increases, the needs will likely increase and become more clearly defined.

In order to facilitate an in-service program that will be responsive to the unique needs of individual schools, it is proposed that each school form an In-Service/Support Team. In-service that is building based and teacher selected has been shown to be the most effective and a team can be an efficient vehicle to use in attaining these goals. The team should be composed of a special education teacher, at least one regular classroom teacher, an administrator and one member of the support personnel (e.g., special area teacher, reading teacher, counselor, etc.). The make-up of a secondary team might be larger because of all the different subject areas (academic, elective, vocational education) involved. With such a broad representation, the needs and concerns of the entire staff should be guaranteed of receiving consideration. Further, since regular classroom teachers have students with disabilities in their classrooms, regular educators will be aware of areas in which they need in-service training. The members of the team should be personnel who have expressed an interest in staff development, especially in the area of special education, mainstreaming or P.L. 94-142. Each team should select a contact person/chairperson.

The content of the in-service sessions planned for the first half of the school year will be based on needs expressed by the District staffs during the Special Education Program Review conducted by the LaFayette Department of Public Instruction during the previous school year. During the first semester, each team would meet to make suggestions on such items as when, where, and how to conduct the in-service sessions. The contact person would then work with the In-Service Coordinator to arrange for the sessions based upon the recommendations of the team. In looking at the evaluations of workshops during the school year, it appears that in-service sessions, to be most effective, will have to be individualized as much as possible. This emphasizes the need for a thorough needs assessment at each school, continuous input from team members and perhaps mini-sessions on planned in-service days to meet varying needs.

By December 1, a needs assessment will be completed at each school. This will be conducted by the contact person and/or the In-Service Coordinator. The results of the needs asssessment will serve as the guide for each team to use in planning in-service sessions for the remainder of the year.

Each team would meet, discuss the needs assessment and establish priorities. It would then be necessary for the contact person from each school to meet as a group with the In-Service Coordinator. At this time, the priorities determined by the building teams would be studied. When possible, topics for in-service sessions would be consolidated to allow more than one building to participate on a given day. Tentative workshop sessions would be arranged. The Coordinator would facilitate the process of locating and selecting presenters.

The building teams should meet on a regular basis. Each team can become an asset for the school. These people would be aware of their colleagues' concerns in regard to special education students. This input, combined with the team's planning, should insure that the in-service provided is relevant and current. This team could broaden its scope and become the planning team for all types of in-service in the building, following the procedures outlined above. As their awareness and skills increase, the team members may take an active part in presenting in-service sessions.

Parental participation is an important aspect. It is proposed that parents likewise be involved in the determination of their in-service sessions. A meeting of the Parent Advisory Council would be held early in the school year. Part of the meeting would include an in-service session. At this meeting a needs assessment would be conducted. The results would determine future in-service sessions for parents. Reaching more parents than those on the Advisory Council would be a worthy goal. Perhaps in-service sessions can be presented for individual schools or districts. The input of parents and building teams regarding suggestions for times and places that would insure good turn-outs for these sessions will be important.

Operations Checklist for the Case Conference Committee

Student's Name ______________________________ School ____________________

Dates student was considered by the Committee: ____________________

Date initiated ______________________________ Date closed ______________

1. Consideration of alternative within school resources yes _____ no ______
2. Has case coordinator been selected? _____ ______
3. Has appropriate information been received from: _____ ______

    Nurse . . . . _____ ______
    Counselor . . . . _____ ______
    School Psychologist . . . . _____ ______
    All Teachers . . . . _____ ______
    Attendance Worker . . . . _____ ______
    Community Agencies . . . . _____ ______
    Parents . . . . ✓ . _____ ______
    Others . . . . _____ ______

4. Are all appropriate school personnel present? _____ ______
5. Has committee established nature of disability? _____ ______
6. Has committee explored within and extra-school strategies? _____ ______
7. Have goals been formulated for the student? _____ ______
8. Have student's parents been notified about changes in placement? _____ ______
9. Has case coordinator made preparations to monitor the student's placement and progress? _____ ______

We have determined that the student has the following disabling condition(s):

Recommended placement(s) and strategies:

This is to certify that the Dormit Case Conference has reviewed and evaluated all relevant information pertinent to the disabled student being referred, including the results of physical and psychological examinations and other suitable evaluations and examinations which bear on the student's progress.

____
Chairperson

Status:

Re: Notice of Recommendation
for Special Educational
Services

Dear (Parent Name):

The Case Conference Committee believes that your child, name of child, possesses a disabling condition to a degree sufficient to warrant provision of special education services, and recommends that name of child be assigned to name of program. This placement is necessary because of (see description of: Disabling Conditions). This recommendation is based on (Give specific tests, school reports, psychological evaluation, psychiatric evaluation, etc.)

All school files, records, and reports pertaining to your child will be available for your inspection, interpretation and review. You may duplicate such records at reasonable costs.

If you object to the proposed action, you may request, within 10 days of receipt of this notice, an impartial hearing by a Local Hearing Review Board pursuant to Regulations of the Commissioner of Education.

You may initiate an appeal from the decision of the Local Hearing Review Board within 10 days of the receipt of the final determination sought to be reviewed. The appeal shall be directed, in writing, to the State Hearing Review Board, who shall decide the appeal solely upon the record in the proceedings. However, you may submit statements in support or opposition to the determination sought to be reviewed. The decision of the State Hearing Review Board shall be affirmed if supported by substantial evidence.

In the event of a hearing, your child may remain in his present educational placement pending a determination by the Local Hearing Review Board or an appeal from the decision to the State Review Board or an appeal from the decision to the State Review Board, unless your child's presence in that program poses a continuing danger to persons or property, or threatens disruption of the academic process.

You may obtain an independent evaluation of your child.

Very truly yours,

Chairperson, Case Conference Committee

Enclosure

CULTURAL INFLUENCES ON THE DEVELOPMENT OF EDUCATION IN THE DORMIT CENTRAL SCHOOLS

by Harry Oliver II

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School of Education, Indiana University

Research supporting this project was developed through a grant from the Office of Special Education and Rehabilitative Services, Division of Personnel Preparation of the U.S. Department of Education (G00873003888). Points of view or opinions do not necessarily represent official Department of Education position or policy.

Printed in the United States of America

This material was adapted from the original work of Dr. Daniel Sage at Syracuse University in 1967 and in subsequent versions through 1980. We are indebted to his research and development in simulation in the training of educational leadership personnel.

This booklet is one of a series comprising the instructor's kit for the Principal's Training Simulator in Special Education (PTSSE), a simulation for pre-service and in-service orientation of administrative and supervisory personnel to significant issues in the education of exceptional children. This and other items of the Instructor's Manual and copies of the Participant's Consumable Booklet may be purchased from:

Leonard C. Burrello
Indiana University
School of Education
School Administration 241
Bloomington, Indiana 47405

Rev. 7/88

Abbreviated Harry Oliver II

Dormit, Lafayette

- city of 60,000 people
- 20 miles from Metropolis (state's largest city)
- air of suburbia
- slow but consistent rate of growth - this is expected to slow in the 1990's

- School district will not experience significant growth, but renovation of facilities is critical

- K-6 population is 8,300 students
- 7-12 population is 7,000 students

- Socio-economic stratification in Dormit is roughly defined in terms of area or one's distance from the railroad tracks
  - west of the railroad tracks is middle and upper middle income families
  - east of the tracks are lower income groups

- City of relatively few pressing internal problems and because of moderately high socio-economic status, Dormit is somewhat sensitive to change

- You are a new principal at one of the following schools:

- McKinley/West Side	K. Tucker
- McClellan Jr. High	J. Coleman
- North High School	V. Saeger

There are 5 speech therapists serving 750 students based on geographic distribution

There are 8 deaf students who go to the Schuyler School District

Blind or partially Sighted students are served:
- 2 students go to Metropolis to the Templeton School for the Blind
- 12 partially sighted students are served haphazardly throughout the district

There are 15 LD programs - 3 special and 12 itinerant programs - in the district

Prior to the beginning of the senior high classes for educable mentally retarded, special students of senior high age were usually retained in junior high until age 16 then drop out or were pushed out.

Now with the senior high program - still about 1/2 drop out

The local Chapter of the Association for Retarded Citizens is an influential and cohesive force in the community.

The most resent addition to special education services is a program for emotionally disturbed. One class is housed at Lincoln Elementary and the other at North High School. There is a need at the junior high level for services for emotionally handicapped.

Special Education Administration
- Dr. Lee Blank became Director last year
- Sid Green serves as Special Education Consultant

New state legislation which will impact Special Education in Dormit:
- performance-based accreditation
- performance-based reward program
- beginning teacher program
- staff performance evaluation plan
- individual tests of student progress
- achievement and promotion standards
- at-risk programs

A study of Dormit Central School district suggests the consideration of the following hypotheses:

1) Interest may be high among suburbanites regarding school practices. They may be more cognizant and more articulate.

2) High rates of growth in suburbs have kept education demands on the upgrade. Schools have developed to keep pace, and special educators have been at a disadvantage in competition for available facilities.

3) The leveling of the growth curve at lower grade levels may ease the pressure for space accommodation for special education.

4) The development of special education services in Dormit has been primarily reactive, seeking first to ease the problems of the school system, and secondly to provide optimal education for handicapped children.

5) The increasing impact of the courts, and the passage of major federal legislation (P.L. 94-142) have been felt, even in such bastions of local autonomy as Dormit.

6) Higher standards of living in suburbs with concomitant better home conditions and better medical care will see a lower rate of growth in special areas than in regular areas.

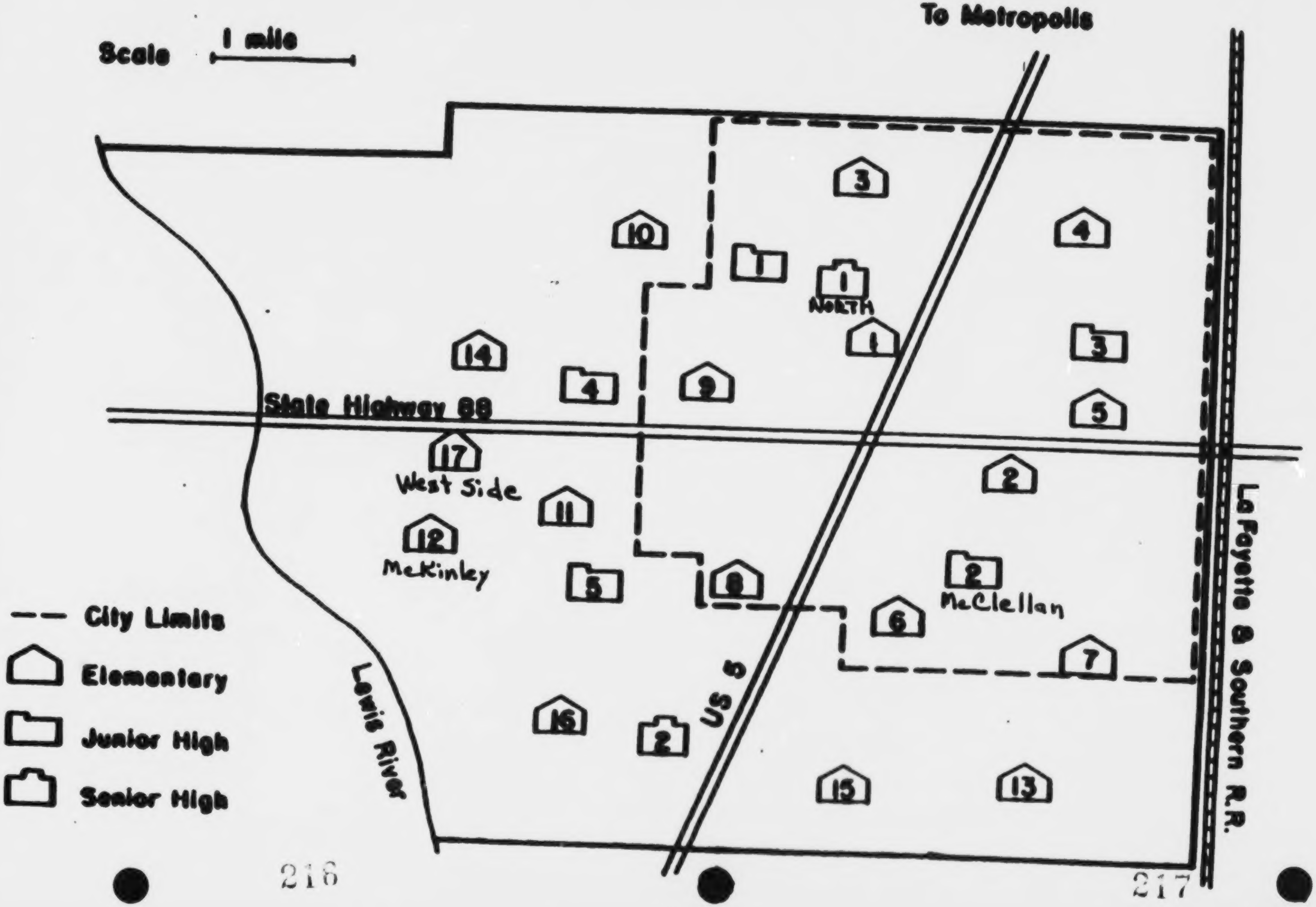
7) Demands for technical knowledge by emergent local and state industries may require improved high school curricula in which fewer students can function well. This may tend to produce larger numbers of students in certain areas of special education (this need not conflict with number 6, as only certain areas will be affected).

8) The city of Metropolis will provide special educators with excellent opportunities to implement secondary occupational programs by offering a vast and varied industrial potential.

9) Many resource people will be available for the special educator.

10) The push for accountability, higher graduation requirements, and mandated remediation services will create more pressure on special education services.

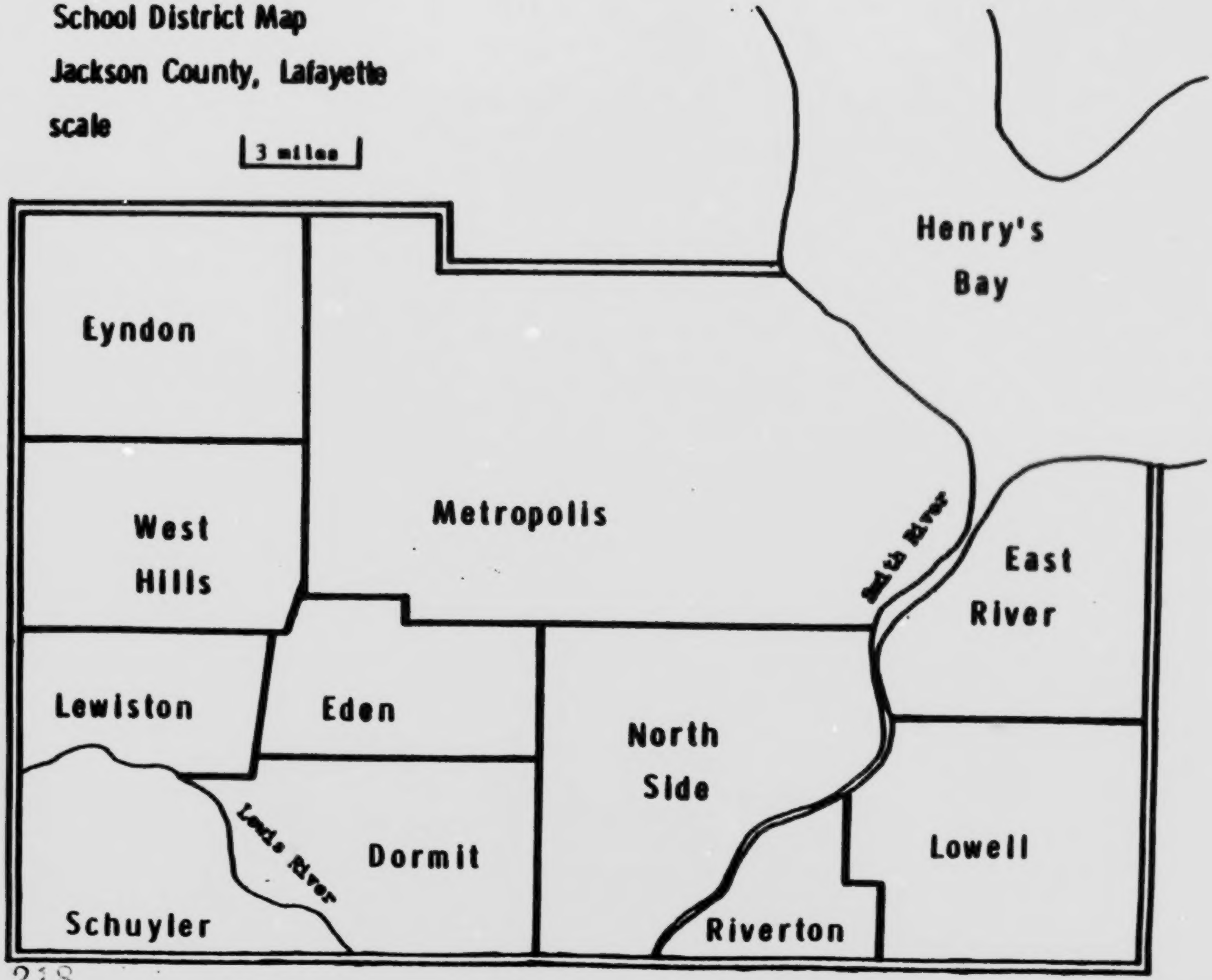
DORMIT SCHOOL DISTRICT


To Metropolis
Scale
1 mile
State Highway 88
US 5
Lewis River
La Fayette & Southern R.R.
3
10
4
1
1
North
1
14
4
9
3
5
17
West Side
11
2
12
McKinley
5
8
2
McClellan
6
7
16
2
15
13
City Limits
Elementary
Junior High
Senior High

School District Map

Jackson County, Lafayette

scale


3 miles
Henry's Bay
Eyndon
West Hills
Metropolis
Smith River
East River
Lewiston
Eden
North Side
Lewis River
Dormit
Lowell
Schuyler
Riverton

FIELD TEST MATERIALS

PRINCIPAL'S
TRAINING SIMULATOR
IN
SPECIAL EDUCATION

PARTICIPANT'S CONSUMABLE BOOKLET

A simulation for pre-service and in-service orientation
of principals and assistant principals
to significant issues in the education of exceptional children

Designed and Developed by:

Leonard C. Burrello, Ed. D.
Professor of Education and Project Director
Indiana University

With the assistance of:
Linda DeClue
Ronald L. DiOrio
Bradley J. Snyder
George Van Horn

September 1990/91

NOT FOR DUPLICATION
G008730038

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Bloomington, Indiana 47405

Rev. 7/88

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PRINCIPAL'S LEADERSHIP PROJECT

Principals

Edmund F. Anglin
Washington Elementary School
Warsaw, IN. 46580

Richard (Dick) Klemens
River Valley Middle School
2220 New Albany-Christ
Jeffersonville, IN. 47130

Elwood Thomas
Shelbyville Jr. High School
315 Second Street
Shelbyville, IN. 46176

Dr. James Mifflin
Ben Davis High School
1200 N. Girls School Road
Indianapolis, IN. 46224

Betsy Walsh
Binford Elementary School
600 S. Roosevelt Street
Bloomington, IN. 47401

James Robinson
Meridith Nicholson School 96
3651 N. Kiel Avenue
Indianapolis, IN. 46224

Steven Craig
Douglas MacArthur Elementary
454 E. Stop 11 Road
Indianapolis, IN. 46227

Directors

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NCISE Coop.
1300 SR 15 South
Warsaw, IN. 46580

Ann Schnepf, Dir., Sp. Ed.
Clark Co. Sp. Ed. Coop.
2710 Highway #62
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RISE Special Services
5391 Shelby Street
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PRINCIPAL'S LEADERSHIP PROJECT

Principals

Donald King
Northwest High School
5525 West 34th Street
Indianapolis, IN. 46224

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Eastwood Middle School
4401 E. 62nd
Indianapolis, IN. 46220

Max Oldham
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Middle School Principals
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Syracuse University

James Yates
Associate Dean
Educational Administration and Special Education
College of Education
University of Texas, Austin

INTRODUCTORY INSTRUCTIONS

The Principal's Training Simulator in Special Education (PTSSE) is intended to provide a common experience for students who want to learn various approaches to problems which typically confront an administrator. No real-life situations are ever quite alike, nor are the approaches or solutions ever the same.

By studying simulated situations, all the members of a group can begin equally with the same information that bears on decisions made. After dealing with the problems and making decisions, the trainees can participate in a discussion of the pros and cons of handling each case.

When using the PTSSE, the following guidelines should be employed. Individual instructors may choose to vary somewhat from these suggestions.

1. Emphasis should be on active participation, with little concern or apprehension about academic grades;
2. All participants should understand that their handling of each situation and their decisions for each simulation will be subject to discussion and critique by the entire group;
3. Participants can benefit most from the simulations by playing each role to the optimum, including wearing name tags and using the role name in signing papers and in oral communications;
4. In responding to written materials, each participant should identify his/her communication with an I.D. number which the instructor will assign;
5. The material in Section A of this booklet is primarily for orientation purposes, as are other supplemental background booklets which the instructor may make available, usually on a non-consumable basis;
6. Sections B, C, and D are bound to protect the security of the contents until the instructor is ready to use them. Do not open these sections until you are instructed to do so;
7. Each item in Sections A, B, C, or D which may suggest a response carries a code designation (A-3, B-11, etc.). In responding to each item, participants should code their responses with the appropriate code designation.
8. Included at the back of this booklet are three types of forms which may be detached and used: inter-office memo forms, letterhead stationery, and "reaction forms" to indicate what action was taken, who was involved, and why the action was taken.

Section A

ORIENTATION

August 15

INSTRUCTIONS FOR SECTION A

Now get into character. You are a principal (Mr., Ms., Miss, or Mrs., as you wish). Your background of experience and training is known only to you, but somehow you have qualified for employment in the Dormit Central School District in the state of Lafayette. It is now August 15 of whatever year you choose. You have just moved into town and have found your office. You have visited the area once before, last spring, when interviewing for the position. At that time you met a number of people and took a tour through the city with Dr. Lee Blank, the Director of Special Education, and the district in order to see the building and programs and in particular, the district's special education facilities for which you are now assuming some responsibility, but you do not know very much about your new job nor about the new community in which you will be working. However, some of the persons with whom you will be working have been thoughtful of your situation and a number of steps have been taken to get you oriented as soon as possible. On August 15 you have come by your office in the afternoon, primarily to unload some books and professional materials for which there was no room in your new home wile unpacking. Also, you wanted to check on what you should be doing tomorrow, your first full day on the job.

While in the office, you find that your secretary, Sally, who has worked in the district for some years and has "trained" two of your predecessors, has placed on top of your desk a number of communications, booklets, etc., which have been accumulated by your colleagues to assist in your orientation. While you have only a few minutes to look at these materials now, you will be able to take them home overnight to study and become more fully acquainted.

We are all expecting great things of you. We certainly are glad to have you aboard and will look forward to working with you this year.

BOARD OF EDUCATION
MR. DONALD MacARTHUR
MR. ALFRED A. CLEVELAND
MR. HANS BOLLENBACHER
MRS. EDWARD BOUCHARD
DR. PETER WALKER

DORMIT CENTRAL SCHOOL DISTRICT
P.O. BOX 2000
DORMIT, LAFAYETTE

SUPT. OF SCHOOLS
DR. E.R. STATANO
ASST. SUPT., INSTRUCTION
DR. E.L. FORNEY
ASST. SUPT., BUSINESS
MR. HARRY MARSHALL

August 12,

K. Tucker, J. Coleman, V. Saeger
Dormit Central School District
Dormit, LaFayette

I am sorry I will not be able to be in to greet you on your first day in town. However, I have pulled together a pile of materials that may be of value in orienting you to a greater extent to the job and the district. I have arranged my calendar so that we can spend a couple of hours together when I get back and go over any matters which your perusal of these materials may bring up.

You will also find a copy of a term paper written by a fellow who was a teacher in our high school for a time. I think it will be of interest since it does a rather good job of tracing the history of the development of education in Dormit. It is, as you will find, somewhat critical of us in places. Although I am sure Harry was biased by his position as a teacher and as a father of a visually handicapped child, I suspect that the points which he brought out are reasonably accurate.

There is a copy of our new organization chart attached. The Director of Special Services, Lee Blank, has been on the job for a year now. We will need to define the relationships between your responsibilities and his, as well as that of the Consultant for Special Education.

It would be good if you could study this packet of materials and make a note of any reactions or questions you have. As a newcomer, you may be able to see our strengths and weaknesses with greater clarity than those of us who have been working in the situation for some time. Because special education is a key component of your job responsibilities, I have asked Lee Blank to join us. I, therefore want you to feel free to discuss your observations with us in the hope that together we can chart a most profitable course. Let's get together in my office on August 16 at 10:00 a.m.

Yours truly,

E. L. Forney

E.L. Forney
Assistant Superintendent,
Instruction

A-1

DORMIT CENTRAL SCHOOL DISTRICT

INTER-OFFICE MEMORANDUM

TO: K. Tucker

DATE: Aug. 14

FROM: Sid Green
Special Education Consultant

I'd like to talk with you about what's happening in the moderate/severe program at West Side, as soon as you have a chance to hang up your hat. It is really an orphan.

You probably are aware, persons on the consultant schedule have a shorter contract year, so I won't officially be "in" till the week before school starts. But I will be at home most of the time, if you would like to give me a call.

A-2

August 12,

Mr. Coleman
Principal
McClellan Junior High
Dormit, LaFayette

Dear Mr. Coleman:

I want you to know how happy I am that the District has finally hired someone to give some real leadership to our school. While Sid Green was always sympathetic, it takes more clout to get some things done, and Lee Blank had other fish to fry. I am looking forward to your being able to straighten things out here and help me overcome some of the problems I have been having. Our other principals just didn't really want special education classes in this school and I think they have done everything possible to keep them from succeeding. I know there are lots more youngsters in the Jr. High classes who are too mature to stay here and ought to be in a Sr. High Program, but my loud and long statements of that fact just fell on deaf ears. Also, my attempts to get my students into some of the extra-curricular activities here at McClellan last year were stopped every time I turned around. I know some of my boys could make it in the basic woodworking classes and Mr. Miller, the teacher, says he would be willing to try them, but our former principal kept on stalling and insisting that there were too many scheduling problems. There are many more things, too numerous to mention, which I need your help on, but you'll learn about those soon enough.

Finally, I hope you don't find me too pushy. I have one more year left on my probationary contract. I hope to meet with you soon to discuss your expectations as I seek to obtain tenure at the end of this school year.

Sincerely,

D. Smith

D. Smith

A-3

DORMIT CENTRAL SCHOOL DISTRICT

INTER-OFFICE MEMORANDUM

TO: All Principals **DATE:** Aug. 26

FROM: Fran O'Hara

As you will undoubtedly become aware, the contract recently negotiated between the DFT bargaining unit and our Board of Education includes the provision that "Since it is the responsibility of the Board to provide special educational programs for pupils who cannot be appropriately educated within regular classes, teachers shall not be required to maintain in their classrooms, pupils who are disturbing and disruptive to normal classroom decorum."

This may have some implications for your building program, particularly if you try to "mainstream" any of the kids who have been identified as emotionally disturbed. On the other hand, it can give you some leverage for requesting new programs and services for problems of one kind or another, if you think that's what we need.

Don't hesitate to call on Lee Blank if you have any questions or ideas.

A-4

DORMIT CENTRAL SCHOOL DISTRICT

INTER-OFFICE MEMORANDUM

TO: All Principals **DATE:** Aug. 13

FROM: E.L. Forney, Asst. Supt., Instruction

As you may have noted in the paper written by Harry Oliver (p. 22), recent state legislation requires local schools to develop performance-based accreditation systems. In an effort to comply with this legislation, we are examining the feasibility of establishing building-based teams in our district. I need your input since the success of these teams will rest at the building level. I believe these teams might help us accomplish more than just what the legislation suggests.

Through the use of building-based teams, we might address the following issues:

1) School improvement efforts;

2) Pre-referral interventions for potential special education students;

3) Curriculum development;

4) Site-based management;

5) A forum for developing strategies for at-risk students and other students with special needs.

You get the picture. There seems to be a number of benefits that can be derived by using teaming at the building level. Give this some thought and I would like to discuss your reactions to this during our meeting on the 16th.

DORMIT CENTRAL SCHOOL DISTRICT

INTER-OFFICE MEMORANDUM

TO: K. Tucker, McKinley/West Side
J. Coleman, McClellan Jr. High
V. Saeger, North High

DATE: Aug. 13

FROM: Fran O'Hara

I've pulled together some copies of personnel rosters to help you get acquainted, and a breakdown of basic data on people in your area of interest.

I hope that we can meet soon to discuss the contract and other personnel matters. There are several items in the contract specifically dealing with Special Education (Article VIII, Section 2D, Section 3A, 3B3, and Article X-1). I'd like your reaction. We didn't have any help from a Special Educator before. I'll be relying on your input in future negotiations.

Melloe is a tough President and negotiator, but can be worked with. I would suggest you get to know her.

Please call for a time to meet. How about lunch soon?

DORMIT CENTRAL SCHOOL DISTRICT

Roster of Personnel

Central Office Staff

B.R. Statano	Superintendent
E.L. Forney	Assistant Superintendent, Instruction
Harry Marshall	Assistant Superintendent, Business
Pat Smith	Director of Secondary Curriculum
Chris McGinty	Director of Elementary Curriculum
David Harrison	Director of Building and Grounds
Marian Bucholtz	Director of Budget
Fran O'Hara	Director of Certificated Personnel
Dana Rogers	Director of Pupil Personnel Services
Lee Blank	Director of Special Education
Betty Bailey	Chief Nurse
Don Golden	Psychologist
Mary Taylor	Psychologist
James Pulaski	Science Consultant
Cynthia Jacobs	Mathematics Consultant
Sid Green	Special Education Consultant
Doris Black	Art Consultant
Harriet Harris	Music Consultant
Esther Davidson	Language Arts Consultant
Peter Kolaski	Social Studies Consultant
Fred Tucker	Welfare & Attendance
Jens Jenson	Transportation Manager
Sam Goode	Custodian Manager
Opal Brown	School Lunch Manager

A-6a

DORMIT CENTRAL SCHOOL DISTRICT

Roster of Personnel

Building Principals

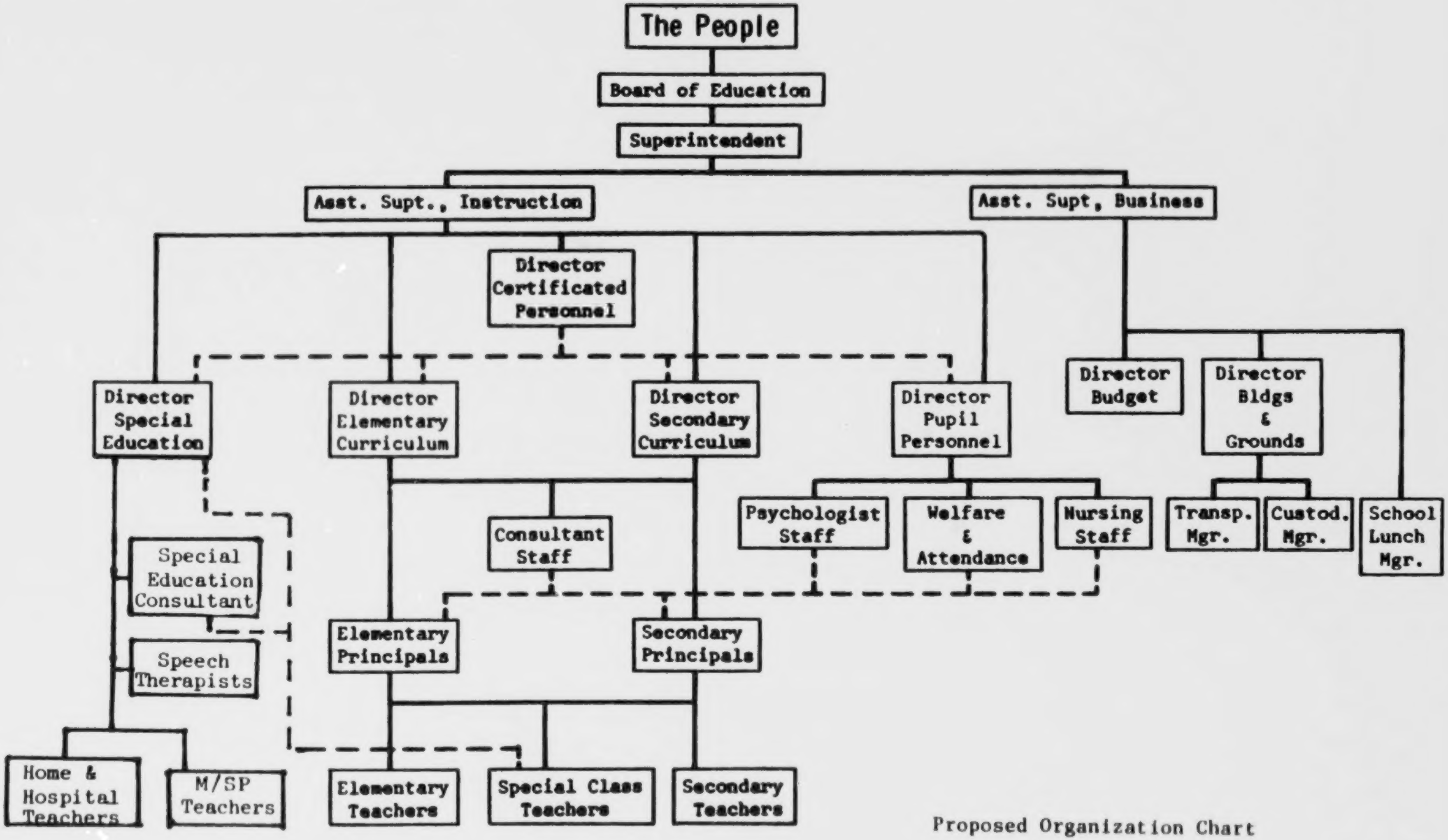
V. Saeger	North High
J. Strong	South High
H. Jones	Sherman Junior High
J. Coleman	McClellan Junior High
F. Paige	Pershing Junior High
D. Gleason	Eisenhower Junior High
A. Curtis	McArthur Junior High
W. Evans	Adams Elementary
G. Cline	Jackson Elementary
R. Clemons	Washington Elementary
E. Kelley	Jefferson Elementary
R. Swift	Madison Elementary
H. Reese	Monroe Elementary
M. Reed	Harrison Elementary
R. Milton	Cleveland Elementary
J. Christy	Lincoln Elementary
T. Silver	Roosevelt Elementary
N. Simmons	Harding Elementary
K. Tucker	McKinley Elementary/West Side
A. Tioli	Wilson Elementary
H. Strauss	Grant Elementary
J. Martini	Truman Elementary
K. Schmidt	Kennedy Elementary

DORMIT CENTRAL SC[illegible] DISTRICT

Special Education [illegible]ersonnel

School	Name	Age	Training	Cred.*	Years Experience In Dormit	Years Experience Other
Mildly Mentally Disabled Program						
Adams Elementary	L Brown	44	BA+	G.E., S.E.	10 LD	8 Gen. Elem., 2 MiMD
McKinley/West Side	S Castro	28	BA	G.E., P.S.E.	2 MiMD	-0-
Sherman Junior High	E Winters	37	BA+	G.S., S.E.	10 MiMD, 2 Gen. Elem.	-0-
McClellan Junior High	L Petro	23	BA	G.S., S.E.	-0- LD	-0-
	D Smith	27	BA+	G.E., P.S.E.	1 MiMD, 2 Gen. Elem.	-0-
North High	M Underhill	42	MA	G.S., S.E.	5 MiMD	8 Gen. Sec., 2 MiMD
South High	D White	25	BA	G.S., P.S.E.	1 LD	-0-
Emotionally Disabled						
Lincoln Elementary	A Green	26	MA	S.E.	-0- ED	-0-
North High	M Tracy	23	MA	G.S., P.S.E.	-0- ED	1 Sec
Learning Disabled Program						
Self-Contained:						
Adams Elementary	G Horn	48	BA+	G.E., S.E.	21 MiMD	-0-
McClellan Junior High	L Clue	31	MA	G.E., S.E.	9 MiMD	-0-
South High	J Summers	50	BA	G.E., S.E.	20 MiMD	-0-
Itinerant Teachers	A Dayton	30	MA	G.E., S.E.	4 LD, 8 Gen. Elem.	-0-
	C O'Connor	31	MA	G.E., S.E.	2 LD	4 Gen. Elem.
	J Manucci	28	BA+	G.E., P.S.E.	3 LD	-0-
	D Goden	34	MA	G.E., S.E.	3 MiMD, 1 Gen. Elem.	2 MoMD
	E Planters	27	BA+	G.E., P.S.E.	2 EH	-0-
	R Gardinis	24	BA+	G.E., P.S.E.	-0-	-0-
	R.T. Blumfield	38	MA+	G.E., S.E.	4 LD	8 MiMD
	C Thomas	28	MA	G.E., S.E.	1 LD	5 Gen. Elem.
Secondary Resource Teachers						
South High School	E Davis	29	BA+	G.E., P.S.E.	1 LD	3 Gen. Elem.
North High School	D Heyworth	25	BA	G.E., P.S.E.	1 Gen. Elem.	-2-
Sherman Jr. High School	J Jacobsen	58	MA	G.E., S.E.	1 LD, 3 Gen. Elem.	15 Gen. Elem.
McClellan Jr. High School	M Pucci	23	BA	G.E., S.E.	1 LD	-2-
Pershing Jr. High School	W Morselli	27	MA	G.E., P.S.E.	1 LD	2 Gen. Elem.
Eisenhower Jr. High School	B Snyder	25	MA	G.E., P.S.E.	1 LD	1 LD
McCarthur Jr. High School	R DiOrio	30	MA	G.E., P.S.E.	1 LD	5 Gen. Elem.
Multi-Categorical/Resource						
McKinley Elementary	S Apple	29	MA	G.E., S.E.	4 EH	1 MiMD
Moderately/Severely Mentally Disabled Program						
West Side School	M Fonda	27	BA	S.E.	3 MoMD	1 MoMD
	M Russell	42	BA	G.E., S.E.	10 MoMD	3 MiMD
	J Sullivan	25	BA	G.E., P.S.E.	1 MoMD	-0-
	L Brown	23	MA	S.E.	-0- S/PH	-0-
Crippled & Chronically Ill Program						
Jackson County Hospital	V Houston	35	BA+	G.E., P.S.E.	4 Spec., 7 Gen. Elem.	-0-
Home Instruction	M Miranda	39	BA+	G.E.	5 Home, 4 Gen. Elem.	-0-
Speech Therapy Program						
North District	J. Johnson	38	BA+	S.E.	8 Special	-0-
South District	M Nelson	25	MA	S.E.	1 Special	-0-
	I McCarthy	31	MA+	S.E.	0 Special	7 Special Education
	J Cohen	50	Ph.D.	S.E.	0 Special	3 Special Education
	W Mills	30	MA	S.E., G.E.	5 Special	5 Reg., 5 grade

* G.E. - General Elem.
G.S. - General Sec
S.E. - Special Ed
P.S.E. - Provisional Spec. Ed


The People
Board of Education
Superintendent
Asst. Supt., Instruction
Asst. Supt, Business
Director Certificated Personnel
Director Special Education
Director Elementary Curriculum
Director Secondary Curriculum
Director Pupil Personnel
Director Budget
Director Bldgs & Grounds
Psychologist Staff
Welfare & Attendance
Nursing Staff
Transp. Mgr.
Custod. Mgr.
School Lunch Mgr.
Consultant Staff
Special Education Consultant
Speech Therapists
Elementary Principals
Secondary Principals
Home & Hospital Teachers
M/SP Teachers
Elementary Teachers
Special Class Teachers
Secondary Teachers

Proposed Organization Chart

Dormit Central School District

Line Function ———

Staff Function – – –

DORMIT CENTRAL SCHOOL DISTRICT

LOCATION OF SPECIAL EDUCATION PROGRAMS -	APPROXIMATE ENROLLMENT
Mildly Mentally Retarded	100
McKinley Elementary Adams Elementary Sherman Junior High McClellan Junior High South High North High	
Moderately/Severely Mentally Retarded	54
West Side (4 classes)	
Emotionally Disabled	
Lincoln Elementary (1 class)	12
North High (1 class)	13
Learning Disabled (Learning Disability Resource)	
8 itinerant teachers serving 16 elem. schools	200
7 teachers serving 7 secondary schools	260
Multi-Categorical & Resource Room	25
Auditorily Disabled	23
Severely hard of hearing Students served by program in Norbridge School, Schuyler School District, on a shared cost basis.	
Mildly hard of hearing Students served by itinerant speech and hearing specialists, within regular classes.	
Speech and Language Programs	750
5 therapists serving all schools. All schools are served once per week by an itinerant speech and hearing therapist. Students in secondary schools are served as a second priority when severity of need and available time within the therapists schedule warrant such arrangement.	
Visually Disabled	
Blind students served by program in Metropolis School District on tuition basis.	6
Partially sighted and blind children provided special instructional materials in regular classes throughout Dormit.	24

(continued)

Physically Disabled

24

Dormit students requiring hospital care are served by an education program in Southern Branch, Jackson County Hospital. These cerebral palsied and orthopedically disabled students who require physical and occupational therapy also receive their instructional program, as day students, in this facility. One regularly assigned teacher staffs this program. Other students are provided special transportation to regular classes or provided home instruction as needed.

1541

DORMIT CENTRAL SCHOOL DISTRICT

INTER-OFFICE MEMORANDUM

TO: All Principals

DATE: Aug. 15

FROM: M. Bucholtz

RE: School Budgets

Welcome to Dormit. Attached you'll find copies of the budget as it was proposed in April. Included is:

1. City Budget (Summary)
2. School Budget (Summary)
3. Special Education Budget

These were approved last June 28 and became effective July 1.

These are strictly for your information at this point, since you won't be able to change any of the amounts, and there is no slack. You will, however, find them useful when developing your budget proposal for next year.

MB:nc

A-7

ANNUAL BUDGET
# of the
CITY of DORMIT
DORMIT, LAFAYETTE

Proposed Budget Revenues*
(Where the money will come from)

State Aid:		
School District	$22,470,136.	
Revenue Sharing	5,098,000.	
Mortgage Tax	165,500.	
Youth Projects	25,000.	$27,758,636.
School Tax Levy		22,484,600.
City Tax Levy		23,948,100.
3% County Sales Tax		10,326,768.
Surplus and Unexpected Balance		1,201,500.
Others Combined		765,432.
TOTAL INCOME		$86,485,036.

Proposed Budget Appropriations*
(How the money will be used)

EDUCATION:	
School District, Including Debt Service and Capital Appropriation	$46,382,436.
CITY:	
Including Debt Service, Capital Appropriation, and Operation and Maintenance	$40,102,600.
TOTAL APPROPRIATIONS	$86,485,036.

*Excluding Federal Projects

A-7a

COMPUTATION OF CONSTITUTIONAL TAXING POWER

Year	Total Assessed Valuation of Taxable Real Estate	Assessment Ratio	Full Valuation of Taxable Real Estate
Previous 5 yr. Ave.	$292,682,880	25%	$1,170,731,500.
Current	299,513,600.	25%	1,198,054,400.

TAX LEVY

City	School	Total
$23,948,100.	$22,484,600.	$46,432,700.

TAX RATE/FULL VALUATION (per $1,000.)

City	School	Total
$19,989	$18,768	$38,757

PROPOSED BUDGET SUMMARY

Combined City and School District

APPROPRIATION:		
General City	$40,102,600.	
School District	46,382,436.	
Total		$86,485,036.
LESS REVENUES:		
General City	$16,172,500.	
School District	23,897,836.	
Total		$40,052,336.
COMBINED TAX LEVY		$46,432,700.

DORMIT CENTRAL SCHOOL DISTRICT

ANTICIPATED GENERAL FUND REVENUES

SURPLUS AND UNEXPECTED BALANCE	$ 810,276.
OTHER REVENUES:	617,424.
Day School Tuition, Individuals	
Adult Education	
Summer School Tuition	
Day School Tuition, Other Districts	
Interest on Investments	
Miscellaneous Revenues	
Total	$ 1,427,700.
STATE OF LAFAYETTE	
State Aid Basic Formula	$22,470,136.
TOTAL Estimated Revenues	$23,897,836.
COMPUTATION OF TAX LEVY	
Total Appropriations	$46,382,436.
LESS: Estimated Revenues	23,897,836.
TOTAL - School Tax Levy	$22,484,600.

A-7c

DORMIT CENTRAL SCHOOL DISTRICT

SUMMARY BY BUDGET DIVISION

DIVISION	Previous Year	Current Year	Proposed Year
Board of Education	$44,118.	45,482	46,392
Central Administration	838,229.	864,154	881,437
Instruction - Regular, Special, Summer, Adult	24,838,065.	25,606,253	26,118,378
Transportation	1,014,699	1,046,081	1,067,003
Operation & Maintenance of Plant	4,632,321	4,775,589	4,871,101
Undistributed Expenses - Employee Benefits, Data Processing, Insurance	7,147,010	7,368,052	7,515,413
Debt Service	3,352,918	3,456,617	3,525,749
Inter-Fund Transfers	2,249,985	2,319,572	2,365,963
TOTAL APPROPRIATIONS	$44,117,345	$45,481,800	$46,382,436

A-7d

SUMMARY BY OBJECT OF EXPENDITURE

Category	Previous Year	Current Year	Proposed Year
PERSONAL SERVICES			
Salary & Wages	$27,485,106	$ 28,335,161	$ 28,901,864
Employee Benefits	5,771,995	5,950,510	6,069,520
TOTAL	$33,257,101	34,285,671	34,971,384
MATERIALS & SUPPLIES	885,810	913,206	931,470
MISCELLANEOUS SERVICES EXPENSE (Auditing, research, contract operation & maintenance, repairs, etc.)	2,042,648	2,105,875	2,138,994
FUEL & UTILITIES	2,328,883	2,400,859	2,448,876
DEBT SERVICE	3,352,918	3,456,617	3,525,749
CAPITAL EXPENSE-INTER-FUND TRANSFER	2,249,985	2,319,572	2,365,963
TOTAL APPROPRIATIONS	$44,117,345	$45,481,800	$46,382,436

DORMIT CENTRAL SCHOOL DISTRICT

Special Education Program Budget Proposed

Category	Previous Year	Current Year	Proposed Year
MANAGEMENT			
Administration and Supervision	$ 76,120	$ 80,000	$ 83,440
Clerical and Secretarial	13,920	14,500	14,790
INSTRUCTION			
Teacher Salaries	833,280	868,000	885,360
Speech Therapists	120,000	125,000	127,500
INSTRUCTIONAL SUPPORT			
Supplies and Materials	24,288	25,300	25,800
Equipment	26,016	27,100	27,640
Textbooks	4,704	4,900	5,000
Other	2,976	3,100	3,200
INSTITUTIONAL OPERATION			
Operation and Maintenance	59,270	61,740	63,000
Fringe Benefits	238,320	248,250	253,200
Travel	3,070	3,200	3,300
Consultant Fees	5,000	5,120	5,230
SERVICES			
Food	13,000	13,520	13,790
Health	5,900	6,120	6,250
TRANSPORTATION	98,400	102,540	105,000
TUITION GRANTS	144,000	150,000	153,000
TOTALS	$1,668,264	$1,738,390	$1,775,500

A-7f

Section B

FIRST YEAR PROBLEMS

September 30

PARTICIPANT'S INSTRUCTIONS FOR SECTION B

You have now been on the job for about six weeks. School has been in session about a month and no major crises have occurred. You have had a chance to become somewhat acquainted with all of the staff within your areas of responsibility, and with each of the other administrators with whom you would expect to have dealings. However, you have had little opportunity to get to know the details of the programs or to evaluate what is happening. It is obvious that you will need to be doing this.

You have found Lee Blank to be a great help in getting yourself acquainted, but you have not yet pinned down precisely the "territory" of your role versus his. You may want to work on that, especially as it affects some of the "unusual" units of your school, such as the moderate/severe at West Side.

You have been away from the office for two days, attending a conference at the University of LaFayette in Capital City. When you return on September 30, you find your in-basket filled with the items comprising Section B of this booklet. You have an hour or two (your instructor will indicate exact time limits) to deal with these items before going on to an important district staff meeting that will take the rest of the day. You should handle as many of the items as possible, as well as you can, in the time available.

In responding, follow the procedure outlined in Section A for completing the Reaction Form, being sure to fill in all parts of the form. Since you will need to use two pages of Reaction Forms, number them so that your instructor will be able to determine your sequence in responding to items. You may use whatever sequence appears most appropriate. Remember, when you feel that a written response is appropriate, you should actually do it. If a memo, don't say what you would write - write it!

DORMIT CENTRAL SCHOOL DISTRICT

INTER-OFFICE MEMORANDUM

TO: J. Coleman, Principal, McClellan Jr. High **DATE:** Sept. 27

FROM: M. Pucci

I wish someone could explain to me the correct procedure for IEP development. I have four new pupils assigned to my resource caseload who were identified in regular seventh grade last spring and placed by the Case Conference Committee. I wasn't involved as they were all from McArthur Jr. High. The papers which were sent by the CCC are very sketchy and certainly don't constitute an adequate IEP, as I understand it should be if we expect to comply with the standards described in the workshop presented by the Regional Resource Center last summer.

Is the IEP my sole responsibility? What about the people who referred them or those who did the assessments last year? And what about the other teachers here (P.E., Industrial Arts, Homemaking) who are supposed to have them for one period each? I don't think I can be expected to cover all this myself.

B-10

DORMIT CENTRAL SCHOOL DISTRICT

INTER-OFFICE MEMORANDUM

TO: J. Coleman, Principal, McClellan Jr. High **DATE:** Sept. 29

FROM: L. Petre

I don't like to complain after all the help you have given me in getting situated in my new job, and I do like the children with mild mental disabilities very much, but there is one problem which is worrying me more as time goes on. Since my room is located in the basement of the building, the regular kids rarely have any association with it. If they do, it's only to occasionally see the custodian or something. Honest, we're in a state of complete isolation. I don't mind this too much as I'm awfully busy, but it has become a real problem to the kids. My class reports here at 8:30 A.M. and they don't even leave the room until lunch at 12 o'clock. Then back at 12:45 until 3:15 when they go home. They don't have physical education with the regular students because the P.E. teacher feels they would cause trouble. The regular students are allowed this year to sit where they choose in assembly. However, you have assigned my kids to sit together.

If somehow my kids could be assigned to regular homerooms in the morning, at least they would get a chance to see the regular children. There are 23 homerooms, and I have talked with a number of the new teachers who have homerooms and they agree it would be all right to have some of my kids assigned with them. I feel that some people I talked with, however, didn't want to be bothered with those "crazy" kids.

DORMIT CENTRAL SCHOOL DISTRICT

INTER-OFFICE MEMORANDUM

TO: K. Tucker, Principal, McKinley/West Side Elementary School

FROM: Lee Blank

DATE: Sept. 28

I know you are aware that the program for students with moderate and severe handicaps at your school has caused us some transportation difficulties that we have not had before. Our transportation manager, Jens Jenson, tells me we simply can't afford any additional equipment this year. This on top of the fact that the situation has worsened with the addition of new kids to the program.

Jenson seems to think the only solution is to combine the hard of hearing students' bus route to Norbridge with the route to your school. This would mean that your students would get to school a little earlier than before so that the Norbridge kids would get there on time. Let me know what you think of his solution to the problem.

B-12

DORMIT CENTRAL SCHOOL DISTRICT

INTER-OFFICE MEMORANDUM

TO: K. Tucker, Principal, McKinley/West Side DATE: Sept. 26

FROM: S. Apple, Resource Teacher

Even though it is the beginning of a new school year, I am already feeling some of the same old frustrations about the Resource Program and the way it operates in our school. I think my program and I are frequently misunderstood in terms of role, function, and needs.

My highest priority concerns are, as follows:

1. Pressure to take "one more child" when my case load is full to relieve a teacher's headache.
2. Expectation to be all things to all people, e.g., to act as disciplinarian.
3. Expectation to do diagnostic work on every kid who a teacher happens to wonder about or is concerned will fail the state competency test.
4. Insufficient time in my schedule to do necessary consultation with regular teachers.

I would appreciate your assistance in addressing these concerns.

DORMIT CENTRAL SCHOOL DISTRICT

INTER-OFFICE MEMORANDUM

TO:
V. Saeger, North High
J. Coleman, McClellan Jr. High
K. Tucker, McKinley/West Side

DATE: Sept. 30

FROM:
Lee Blank

I have received a letter from the State Department regarding the delivery of services to visually impaired students in our district. We currently have fourteen partially sighted students in addition to the three blind students attending school in Metropolis and two students who are being served without a special teacher in North High School. There are apparently a number of districts in the state who maintain an itinerant teacher program with even fewer children than this.

I would like to meet with you to discuss implementation of a program for the visually impaired students in our district. Please make some notes on the following items as well as any additional ones you feel may be of some significance.

1. Space in your building
2. Staffing
3. Effect of this program on present staff and students

I will schedule a meeting time for us in the next week or so. Thank you for your consideration of this issue.

B-14

INTERNAL MEDICINE ASSOCIATES, INC.
419 WEST FIRST STREET
DORMIT, LAFAYETTE 23225

TELEPHONE 804/332-9331

Internal Medicine & Diagnosis
J. A. Creek, M.D.

Gastroenterology & Internal Medicine
David K. Johnloz, M.D., F.A.C.P.
James S. Touloukian, M.D.

Cardiology & Internal Medicine
Lawrence D. Rink, M.D., F.A.C.C.
Carter F. Henrich, M.D.
Louis J. Calli, Jr., M.D.

Pulmonary Diseases & Internal Medicine
Russell J. Dukes, M.D., F.A.C.P., F.C.C.P.
Wesley W. Ratliff, M.D.

RUTH DEWITT
Executive Assistant

October 1

Ms. K. Tucker
Principal, McKinley/West Side
Dormit Central School District
Dormit, LaFayette

Dear Ms. Tucker,

In a conversation I just had with Mrs. West, the parent of an elementary student in your school, she mentioned that Susan's teacher, S. Castro, suggested the possibility of drug therapy as a means of controlling Susan's hyperactive behavior. This is not the first time I have been approached by a parent on this issue based on the recommendation of a teacher. As a physician, I am obviously concerned about teachers trying to practice medicine by recommending medication for their students.

This is a very sensitive issue and I think it wise, from a medical standpoint, to issue a word of caution to you and to your teachers. I would hate to see the school and the teachers involved in a medical malpractice lawsuit. My suggestion would be to have the teacher consult directly with the physician if there are physical concerns about a student before making any kind of medication recommendations to parents.

Sincerely,

Lawrence D. Rink, MD

Lawrence D. Rink, M.D.

LDR:nmc

Sept. 29

Dear Mr. Coleman,

My son Theodore is in a Mildly Mentally Disabled classroom in your school. My husband and I have been very impressed with the support and assistance Teddy has received since his placement in this program.

Therefore, I hate to complain but a situation has developed this year which is upsetting to Theodore and is affecting his whole attitude toward school. His teacher is Mr. D. Smith and, from what I can gather from talking with Teddy, he is obviously not following Theodore's IEP. According to his IEP, his homework assignments are to be modified and his tests are to be read to him orally. Neither of these are being done.

I have tried to talk to Mr. Smith about these concerns, but I don't seem to get anywhere. He just says that Theodore is doing as well as can be expected. Teddy, however, is very frustrated and unhappy. I would certainly appreciate any help you can give me.

Sincerely,

Mrs. Philip Norton

Mrs. Philip Norton

B-16

RETARDED CHILDREN
CAN BE HELPED

Southern Jackson County Chapter
ASSOCIATION FOR RETARDED CHILDREN
Post Office Box 25
Dormit, Lafayette
— A United Fund Agency —

Executive Office 443-7312

September 29,

V. Saeger, Principal
North High School
Dormit, LaFayette

Dear V. Saeger:

The Southern Jackson County Chapter of the National Association for Retarded Children is pleased with the educational considerations that have been given to our children. For years, we have struggled to persuade the administration to establish adequate classes for retarded children.

We are, however, concerned as to the double standard of graduation procedures practiced at the high school level. There have only been a few students that have reached that point so far, but when a special education student has completed his/her school program, he/she does not receive a diploma or any form of certificated recognition. With retarded children being so prone to "drop out", certainly those who do complete the program should be rewarded, as are the regular children. The value of a diploma has been argued pro and con by many factions in our community. The argument usually comes back to our original premise that if a high school diploma serves no other purpose than to psychologically motivate the regular student, than a retarded student should have the right to the same motivation.

At our last ARC meeting, it was unanimously agreed that our concern for this injustice should be brought to the attention of the school district administration; we are preparing a statement to be presented at the next meeting of the district Board of Education. We would hope that you could attend and act as a resource person in our behalf.

You might like to know that we approached Dr. Statano on this last year, and while he did not give us an outright "no", he effectively put us off and I understand that no further consideration has been given to the matter. I hope you can help us in this regard.

Sincerely,

Helen Fredrickson

(Mrs.) Helen Fredrickson
Chairperson

B-17

Section C

MID-YEAR PROBLEMS

February 15

PARTICIPANT'S INSTRUCTIONS FOR SECTION C

You have now been on the job for about six months. You have observed and made informal evaluations of most of the staff and the on-going programs being conducted. You have worked out your role relationships with your staff and have clarified somewhat the difference between administration, supervision, and consultation. The question of jurisdiction between yourself and Lee Blank remains ambiguous at times.

The issue of due process in decisions regarding child programming is receiving attention. The power of the Dormit Federation of Teachers is obvious, but their position on some issues including mainstreaming is still in doubt.

You have been away for a day, and returning on February 15th, a number of items await your wise and skillful action. Again, there will never be sufficient time to deal with these as thoroughly as you would prefer. Most administrators learn to practice selective neglect.

In responding, remember that although it may be quite appropriate to handle something orally, with a phone call or face-to-face meeting, it is necessary for the purpose of this exercise to make written notes regarding your intended actions, at least on the Reaction Forms, and for more details, on other memo paper.

DORMIT CENTRAL SCHOOL DISTRICT

INTER-OFFICE MEMORANDUM

TO: Lee Blank
Director of Special Education

DATE: Feb. 12

FROM: Pat Smith, Director of Secondary Curriculum

At a recent Curriculum Council meeting, something was brought to my attention that I feel you ought to be aware of--and please don't think I'm trying to tell you how to run your department.

George Riley, an English teacher at North High, mentioned that V. Saeger had assigned him to homebound instruction (after school), working with a 17 year old girl that had hepatitis. Things were progressing very well until the mother obtained a part-time job in the afternoon and, at the present time, the girl is alone when George comes for the lessons.

George asked me (as an old friend) what I personally felt about this situation, as he was beginning to feel uncomfortable. Since homebound instruction comes under your direction, I felt I should refer this to you.

Val,
What the hell is going on here? Contact me as soon as possible.
Lee

C-20

DORMIT CENTRAL SCHOOL DISTRICT

INTER-OFFICE MEMORANDUM

TO: K. Tucker, Principal
McKinley/West Side School

FROM: M. Russell

DATE: Feb. 12

I feel it is my professional responsibility to bring to your attention a situation that exists in the other intermediate classroom for students with moderate handicaps. J. Sullivan, the new teacher here at West Side has been taking his class on a large amount of field trips. I have tried to explain the importance of using class time appropriately, but I have had no success. Even after a number of discussions, the number of field trips has steadily increased throughout the school year. I don't like to cause problems, but the students in this class are being cheated out of valuable learning time by being forced to participate in so many field trips. I know you are as concerned about the situation as I am, so I am confident that you will take care of this matter.

C-21

DORMIT CENTRAL SCHOOL DISTRICT

INTER-OFFICE MEMORANDUM

TO: K. Tucker, Principal, McKinley/West Side **DATE:** Feb. 12

FROM: S. Castro

Bill Halverson was recommended for placement in my primary special class by the Case Conference Committee at Monroe Elementary last spring. He had repeated first grade and (according to the records they forwarded to me) was still not making it. The IEP developed by the CCC had input (presumably) from a special education teacher, but after five months with him in my class I find a major discrepancy between what they recommended and what I think Bill needs.

If it were just a matter of rewriting the IEP I would have no problem. But I don't think my class here at McKinley is right for him. He is really too advanced and could get along with a much less restrictive environment. Unfortunately, his parent was told he needed this kind of placement and she believes it. She is satisfied that the move here was appropriate. I haven't yet dared to tell her of my doubts, and from the record, it appears she did not participate in the meeting when his IEP was developed. There is a note that she was unable to come to the conference due to her work schedule.

Bill really needs to be placed elsewhere. What should we do?

C-22

DORMIT CENTRAL SCHOOL DISTRICT
INTER-OFFICE MEMORANDUM

TO: All Building Principals **DATE:** Feb. 13

FROM: Lee Blank, Director of Special Education

There is a Superintendent Workshop day scheduled next month when the students will not attend classes, but the teachers will divide into their respective curriculum areas to discuss program changes, new ideas, etc.

It has been suggested by our Curriculum Council that the second part of the program be devoted to the exploration of issues in the provision of Special Education programs.

Would you think about what is most critical for us to have covered and prepare a brief agenda and outline for conducting this latter half of the workshop, so we can give it further consideration?

We need teachers to either facilitate a discussion or present an activity related to one of the issues. Do you think you have a particular staff member, either a regular or special educator, who we should ask to participate in the workshop?

A meeting has been scheduled for February 17 to plan this workshop. I hope we can reach a consensus on content for the workshop at that time. Please develop a list of your most pressing concerns.

C-23

DORMIT CENTRAL SCHOOL DISTRICT

INTER-OFFICE MEMORANDUM

TO: J. Coleman, Principal
McClellan Jr. High
FROM: Sheila O'Donnell

DATE: Feb. 13

I'm referring this to you because as a regular classroom teacher, I just don't have the expertise and it requires and expert opinion -- maybe a legal one.

Mrs. Jane Wilderson, the mother of the child we changed to part time special class attendance, has been telling me about "Assignment of Pupils" as it is prescribed (she says) in LaFayette Education Code. She points out that the change we made constituted a new special education program placement for Freddie (in spite of the fact that he had been in a full time special class here for two years) and that by law, we should have given the notice and advised her of her right to a hearing, etc. She says that if she had known what we were up to, she would have protested.

Everyone here thinks Freddie is doing O.K. under the new arrangement, and thinks that Mrs. Wilderson is just "testing" whether we acted illegally. But she says she wants him restored to full time special class placement with D. Smith.

She seems to know more about the law on this than I do. Or is she bluffing? I've never been clear on how much due process we owe the people.

C-24

DORMIT CENTRAL SCHOOL DISTRICT

INTER-OFFICE MEMORANDUM

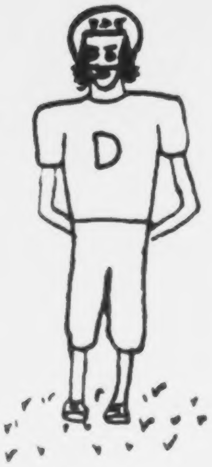
TO: All Principals

DATE: May 10

FROM: Lee Blank

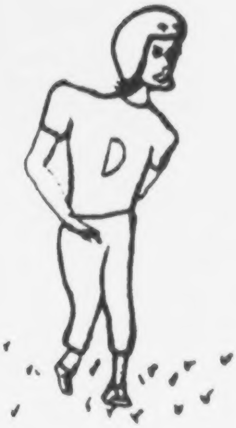
Have you seen the latest? Apparently the planning regarding mainstreaming has not satisfied some significant group. Who would be the instigators of the attached, special education teachers protecting their jobs, or regular teachers? Share with me your thoughts on this "organized" resistance.

C-25

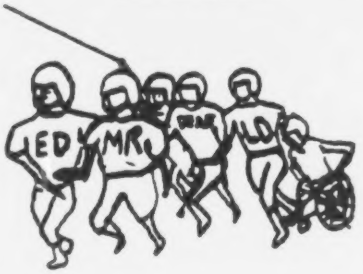


YOU MAY BE THE

ALL AMERICAN TEACHER



BUT are you ready to **TACKLE** the



Retarded, Disturbed, Brain injured
Crippled, Blind, Deaf

Concerned about the "mainstream" mania?

Call the **DFT** Defensive Team

444-1818

February 15, 1987

Dear Principal,

Having four children currently enrolled in Dormit public schools, I have long been concerned with quality education for all. I attend all pertinent PTA meetings, and make it my business to sit in on many meetings of the Board of Education. I am, in fact, secretary elect of the North High PTA for the coming school year.

Something has just come to my attention that irritates me to no end. While listening last night to the Board discussing Dormit's purposed budget for next year, I noticed that we spend almost twice as much per pupil for a special class student as we do for students in classes for normal kids. Some of the reasons cited were smaller classes and more special services. I understand, also, that the system gets considerable reimbursement for the money spent on special education, but no matter how you look at it, it's still taxpayer's money!

The reason I'm so upset is because of my youngest, who is in the second grade. He is doing well in everything except reading and spelling. His teacher has him in her lowest reading group and states that she can't give him extra help as there are 25 other students in the class. So just because he's not retarded or one of those problem kids, he can't get special attention. I'll bet he'd have no reading deficit at all if the system spent as much money on him as it does on those who aren't anywhere near as smart as he is. How can you administrators justify this discrepancy?

Disgustedly,

Mrs. R.E. Embers

Mrs. R.E. Embers
28 Woodruff Avenue
Dormit, Lafayette

cc: Dr. Statano
Lee Blank

C-26

DORMIT CENTRAL SCHOOL DISTRICT

INTER-OFFICE MEMORANDUM

TO: K. Tucker, Principal
McKinley/West Side School
DATE: Feb. 15
FROM: S. Castro
McKinley School

I am writing to ask you about your requirements for suspending or expelling a student. Specifically, I have a student, Brad Snyder, who is in my MiMD (Mildly Mentally Disabled) class. He is a real pain. My notes indicate I have already sat him in the hall seven times this grading period for various acts of misbehavior. I have also sent him to your office four times for throwing scissors, insubordination, and using the "F" word twice. I think it is time you try something a little more severe with this little tornado. Let me know what you are going to do to get him out of my hair.

C-27

DORMIT CENTRAL SCHOOL DISTRICT

INTER-OFFICE MEMORANDUM

TO: V. Saeger, Principal
North High School

FROM: Lee Blank, Director
Special Education

DATE: Feb. 17

Yesterday, M. Tracy came into my office to inform me that she was resigning from her ED teaching position at North High School effective immediately. Upon asking her if she had discussed this with you, she emphatically replied, "Ms. Saeger is the main reason I am resigning." She expressed to me that you have been insensitive toward the needs of her program. She feels that you have repeatedly demonstrated this by your behavior. I was also informed that she had forwarded a letter to the superintendent's office explaining her concerns while requesting an exit interview with Dr. Statano.

Val, it was my feeling that we felt pretty good about this teacher based on our evaluations of her first year performance. Is there really a problem? We don't want to let a good one slip away.

Dr. Statano has asked me to arrange a meeting between the three of us. The meeting is tentatively scheduled for Feb. 21 at 4:30 p.m. in Dr. Statano's office.

C-28

DORMIT CENTRAL SCHOOL DISTRICT

INTER-OFFICE MEMORANDUM

TO: **DATE:** Feb. 15

L. Blank, Director, Special Education
J. Coleman, Principal, McClellan Jr. H.S.
H. Frederickson, President, Assoc. for Retarded Citizens
A. Cleveland, Member, Board of Education
D. Harrison, Director, Buildings and Grounds
V. Saeger, Principal, North High School
K. Tucker, Principal, McKinley/West Side Elem. Schools
J. Sullivan, Teacher, West Side School
H. Frank, Teacher, North High School

FROM: B.R. Statano, Superintendent

At a recent superintendent's meeting sponsored by the state education department, I had the opportunity to meet the new assistant superintendent for special services. He shared with us a new environment (LRE). He requested that incentive grants to refurbish facilities and programs for moderately to severely disabled students would be made available to interested local districts. I thought our West Side School would qualify for this incentive. The catch is that the faculty funds cannot be used to refurbish separate facilities, but to ease the transition to age-appropriate student placements at regular K-12 schools. More pertinent for our decision-making, he offered me the opportunity to send a team of district personnel to visit other sites in New York, Wisconsin, and Oregon where such integrated initiatives are operational. I told him that I would request a team of our administrators that might be interested in making the trip to visit one of the aforementioned sites. This would help us decide a course of action before seeking additional state funding under this initiative.

Given my conversations with some of you, I took the liberty of directing my secretary to procure airline tickets and arrange a trip for you. I look forward to a group report and insightful comments upon your return. In reflecting the possibility of absorbing students with disabilities back into the regular educational settings, your collaborative report should entertain the following points: your observations and impressions; procedures for including community (stakeholder) inputs into the transition process; accommodations of all educational personnel, both faculty and staff, from the West Side School and at receiving buildings; and, recognition of design and structural (facility) modifications for meeting the unique educational needs of students with moderate to severe disabilities.

Your report and recommendations on this matter are most important, as I would like to make a firm proposal to the Board this spring.

C-29

Section D

YEAR - END PROBLEMS

May 15

PARTICIPANT'S INSTRUCTIONS FOR SECTION D

You have now been on the job for about nine months, and the year is drawing to a close. There will be a press for decisions regarding changes in placement for the forthcoming year. Attention to due process will be important.

The question of least restrictive appropriate placement continues to be a point of contention, as viewed by various constituencies.

Budget justification for all your regular program is now a must, and this will include staffing additions and changes. Such changes also must take the Teachers' Union contract into consideration.

At this time of the year, your in-basket is always full, even if you have been out of the office only for an hour. The contents of Section D are ready for your action. In the hour or two available, you should handle as many as possible while they are hot.

DORMIT CENTRAL SCHOOL DISTRICT

INTER-OFFICE MEMORANDUM

TO: V. Saeger, Principal, North High
DATE: May 8
FROM: Dr. D. Golden, School Psychologist

I must call your attention to the problem that exists with J. Alvarez, who is in M. Underhill's MiMD class at North High. He is now 15-8, having been placed in the MiMD program in the Metropolis School District at age 8 on the basis of a Stanford Binet, which yielded an I.Q. of 70. The cumulative record shows a retesting at CA 11-0 with an I.Q. of 77. At the time he transferred to Dormit, the psychologist who preceded me administered an abbreviated WISC which showed an I.Q. of 84. However, no question was made, apparently, regarding his continued placement in the MiMD program at this time. Upon looking at this history, as a part of our routine triennial review of records, I felt compelled to do a thorough re-evaluation which last week resulted in a WISC of Verbal 76, Performance 98, Full-scale 85.

As a result of this evaluation, I feel that I am ethically bound to report that I can no longer certify this student as mentally retarded and feel that he should be reprogrammed into the regular secondary school track. I have mentioned my findings to Mrs. Underhill and will provide the Case Conference Committee with these testing results, so the necessary change in program can take place as soon as possible. I am sure that you are aware of the obligation of the school psychologist under LaFayette State law to certify all children in special education classes for the mentally retarded and the implications of such certification for continued approval of existing programs for state reimbursement purposes.

I am sure that this is not an isolated case, but it does exemplify the need for a procedure for handling such cases. I will be happy to work with you to take whatever action is necessary to get this child placed where he belongs.

D-30

DORMIT CENTRAL SCHOOL DISTRICT

INTER-OFFICE MEMORANDUM

TO: Lee Blank
Director of Special Education
FROM: K. Tucker
McKinley/West Side School

DATE: Feb. 14

I am forwarding the attached grievance form to you in accordance with Article VI, Section 3-B, as I understand, from Fran O'Hara, that you are the superintendent's designee on this type of issue.

I granted Rebecca an informal conference, Article VIII, Section 3-B, in which I indicated that I do not think the special education clause has been violated.

The two students were placed with her, for three hours per day, on the advice of the local Case Conference Committee. This was purposed as an experiment for some trial mainstreaming. Rebecca had initially agreed to give it a try.

Kay,

Do you think we should cave in on this one - or should we stand firm? Would you consider a conference involving the teacher and A. Miller? I would be willing to sit in as a consultant.

Lee

D-31

Article VIII

Section 3: The student-teacher ratio in each building shall be adhered to as defined below:

A. Student-Teacher Ratio

K - 6 - 1 to 28
7 - 9 - 1 to 20
10 - 12 - 1 to 19.5

B. A special education student shall be considered assigned to a regular class whenever such attendance constitutes more than three hours per day at the elementary level, or three full instructional periods at the secondary level.

DORMIT FEDERATION OF TEACHERS

GRIEVANCE FORM ---

STEP 1

TO Lee Blank, Dir, Sp.Ed. Date Grievance Discovered May 3

FROM Rebecca Myers, McKinley School Date Submitted May 14

Check one: I do (x), do not ( ), wish the Union to represent me in this grievance.

Statement of Grievance (Specify contract sections which apply, plus a detailed statement of the facts giving rise to the grievance.)

According to Article VIII, Section 3, the Elementary Student-Teacher ratio shall be limited to 28 students per class. I have 27 regular students in my regular 5th grade class. In addition, 2 special ed. students have been assigned to me for a social studies period. This gives me a load equivalent of 29, which exceeds the elementary class size limit. The presence of the 2 special ed. students gives me unreasonable extra work in preparing materials and managing their behavior.

Remedy Sought (Specify)

Remove at least one, if not both special education students and do not place others in my class unless my regular student load is reduced so that my load equivalent is no more than 28.

Rebecca Myers
Signature

Statement of Decision (State decision, cite contract sections and give reasons for decision.)

Signature and date

Copies:
Grievant (1)
Union (3)
Employer (2)

D-31B

COTNER, ANDREWS, MANN & CHAPMAN
ATTORNEYS AT LAW
528 NORTH WALNUT STREET
P.O. BOX 2478
DORMIT, LAFAYETTE 23229

JAMES R COTNER
WILLIAM H. ANDREWS
ROBERT D. MANN
RONALD L. CHAPMAN
RICHARD S. HARRISON
MORRIS H. ERICKSON
ELIZABETH N. MANN
MICHAEL L. CARMIN

TELEPHONE
AREA CODE 804
332-6556

May 8

J. Coleman, Principal
McClellan School
Dormit Central School District
P.O. Box 2000
Dormit, LaFayette

Dear Principal Coleman:

This letter is to inform you that my clients, Mr. and Mrs. Mario O'Casey, formally request an Impartial Hearing, as provided for in Section 615 (b) (2) of P.L. 94-142, to resolve the dispute over the appropriateness of special educational services to be provided for their son, Ralph, by your district. Under LaFayette School Code (Chapter IV, Section 49-950, 1.651), a Local Hearing Review Board is designated as the mechanism to resolve such matters.

It is our contention that the Dormit Central School District Case Conference Committee's recommendation for full-time placement in a class for Mildly Mentally Disabled students will provide inappropriate services and will be potentially damaging to his self-image. We are prepared to provide expert testimony to support a diagnosis and subsequent placement of Ralph O'Casey in a Learning Disabilities resource room program.

If you have any questions, please contact me without hesitation. Otherwise, I will expect your notice confirming a hearing date.

As I await your timely response, I remain,

Sincerely yours,

Morris H. Erickson

Morris H. Erickson, Esq.

MHE:nmc

D-32

DORMIT CENTRAL SCHOOL DISTRICT

INTER-OFFICE MEMORANDUM

TO: V. Saeger, Principal
North High School

DATE: May 13

FROM: B. Perry

The use of resource teachers to deal with handicapped students in secondary schools has me deeply concerned. The half-time resource teacher assigned to North is making some of us uncomfortable. We, teachers and building principals, have put forth a great deal of effort to afford retarded students the opportunities now available to them in this community. I find it difficult to believe that we are now being asked to place those children back into situations that have been neither rewarding for them nor the regular classroom teacher.

Also, it has been my experience, as a classroom teacher of 18 years, that teachers not assigned a class spend most of their time in the coffee room. We have experienced this to some extent with "curriculum consultants" and more recently with "guidance counselors." The district can ill afford another expensive "authority" on the education of students who will not be held accountable. I feel this current effort of yours and others shows a lack of understanding of what teachers really need in the way of help.

It is my opinion that your money could be better spent in the obtaining of more special classes or even a reduction of regular class load, rather than supporting some highly trained individual who desires to avoid the hard work a classroom demands.

D-33

DORMIT CENTRAL SCHOOL DISTRICT

INTER-OFFICE MEMORANDUM

TO: Lee Blank **DATE:** May 10

FROM: M. Underhill

I think you should know that the school psychologist has been seeing some of my children and seems to have some ideas about Jose Alvarez that could be disastrous if they were allowed to be pursued. I have been working with Jose for two years now and he has been making excellent progress in arithmetic, fair progress in reading, but more important, has developed a very healthy attitude about working hard in the special class and, unlike his two older brothers, intends to stay in high school as long as he possibly can to take advantage of the work experience program to get a job as a helper in the bakery. Dr. Golden seems to think he ought to be transferred to a regular program, but I am certain, as sure as I am alive, that he would not last two months under the rigid academic demands of such a program and would drop out as soon as he reached his 16th birthday.

I know that you, like myself, want most of all to promote the welfare of our special education students and that you won't permit such a travesty of justice as it would be to throw Jose to the wolves by denying him further attendance in the MiMD program. I wanted you to know what was afoot so that you could take preventative action.

D-34

DORMIT CENTRAL SCHOOL DISTRICT

INTER-OFFICE MEMORANDUM

TO: V. Saeger

DATE: May 10

FROM: Lee Blank

The matter of Jose Alvarez's placement seems to be becoming a hot topic in your building. The information provided is conflicting and could cause us some problems. I would like to keep this matter at the building level and prevent it from becoming a big headache for the both of us. It may be beneficial if you could talk to both Mabel Underhill and Dr. Golden and help them sort out their differing opinions on the matter. If you need any support, give me a call.

D-34A

DORMIT CENTRAL SCHOOL DISTRICT

INTER-OFFICE MEMORANDUM

TO: K. Tucker, Principal
McKinley/West Side School
FROM: B. Maschue, Teacher Aide
DATE: May 15

While you were out of the building yesterday, one of the teachers of the emotionally handicapped became involved in a scuffle with a student. I don't know what the problem was, but the teacher threw the student down to the floor and held him there for a long time. The teacher asked me to help hold the student, but I refused. I know my main responsibility is to assist the teachers, but I refuse to be involved in the abuse of a child. As the principal, I feel it is your responsibility to report this abuse to the proper authorities.

D-35

DORMIT CENTRAL SCHOOL DISTRICT

INTER-OFFICE MEMORANDUM

TO: Lee Blank

DATE: May 10

FROM: K. Tucker, Principal
McKinley/West Side School

I have been working on my probationary teacher evaluations and it has occurred to me to ask just who is responsible for evaluating the Speech Therapist who works in my building. They never have been very clearly defined before. Now that the District's new administration evaluation scheme seems to be leading toward principal evaluation of all assigned site personnel, I would like to know my responsibility.

This never has been a concern before to me but since the new person has been assigned to my building this year, I have felt not entirely satisfied with the way she conducts her program. I don't claim to know anything about how speech therapy is supposed to work but Mrs. Matson seems disorganized to me and her schedule seems to have both the teachers and children pretty mixed up.

In the case of psychologists who work in our building, I don't know who, if anybody evaluated their work. I know I never had a chance to express myself on it.

Also, we haven't had the threat of a Union grievance on this kind of thing till recently, and I don't want to misstep on that score. The contract doesn't speak to the issue, does it? Should it?

Kay,
Thanks for expressing your concerns. I've been dying to get the principals involved in this process. Could you list for me ways you think principals could participate in this to their satisfaction and to their staff's?
Lee

D-36

REACTION FORM

P.T.S.S.E.

Item No	Action Taken	Persons Involved	Why

REACTION FORM

P.T.S.S.E.

Item No	Action Taken	Persons Involved	Why

REACTION FORM

P.T.S.S.E.

Item No	Action Taken	Persons Involved	Why

DORMIT CENTRAL SCHOOL DISTRICT
P.O. BOX 2000
DORMIT, LAFAYETTE

BOARD OF EDUCATION

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FOR BUSINESS
MR. HARRY MARSHALL

DORMIT CENTRAL SCHOOL DISTRICT

INTER-OFFICE MEMORANDUM

TO:

DATE:

FROM:

PRINCIPAL'S
TRAINING SIMULATOR
IN SPECIAL EDUCATION

INDICES
OF
PERFORMANCE

Designed and Developed by:

Leonard C. Burrello, Ed. D.
Professor of Education and Project Director
Indiana University

and

Ronald L. DiOrio
Research Assistant
School of Education
Indiana University

1990

NOT FOR DUPLICATION
G008730038

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School of Education, Indiana University

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Revised 1990

The author greatly acknowledges the support of building principals, special education directors, the Faculty at Indiana University, and six external consultants. The names of consultants and contributors are listed below. We sincerely thank them for their input and their support throughout this project. We would also like to recognize Marie Schrup and Natalie McKamey for their assistance and support in the development of this project.

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Barre, VT. 05641

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THE INDICES OF PERFORMANCE

Three instruments were developed for the Principal's Training Simulator in Special Education (PTSSE) to provide users with a multi-dimensional perspective for measuring the quality of a participant's response. The instruments measure three dimensions of a quality response and provide a score for each dimension: a quantitative score, three qualitative scores, and an impressionistic score. Scores may be used separately or in aggregate to measure a quality response. The assessment of varying degrees of validity and reliability for each of the scoring instruments for each in-basket item may be found under separate cover. See DiOrio, R., (1990). The Development of Instrumentation to Measure a Quality Response in the Principal's Training Simulator in Special Education (Unpublished Doctoral Dissertation, Indiana University). Two tables that reflect an expert panel's judgment are presented for the quantitative and qualitative assessment instruments.

The indices of performance form a group of categories which measure one dimension of administrative performance. As part of the Principal's Training Simulator in Special Education (PTSSE), the indices measure the quantitative dimension of a participant's responses to each in-basket item. A single score is used to measure the indices of performance as they operate in unison. The indices are composed of the following categories: problem analysis, judgment, decisiveness, educational values, sensitivity, written communication, and organizational ability.

The indices are an outgrowth from the task dimensions currently used by National Association of Secondary School Principals' (NASSP) Assessment Centers. The NASSP uses in-baskets as part of their evaluation process to measure administrative performance of prospective school administrators. In the PTSSE, the in-basket items are the stimuli for evaluating a written response. In-baskets from the PTSSE are unique since they represent challenging situations involving students with developmental disabilities.

An "answer" booklet, called the Indices of Performance Guide, gives a listing of exemplary solutions to the in-basket items. The guide may be used as a self-reference scoring tool. A score results from the tabulation of a participant's responses in relation to the total number of exemplary solutions in the scoring guide. Students simply compare the number of their written responses to the total number of responses given in the scoring guide. The exemplary solutions to each in-basket were provided by panels of professional experts; the composition of the panels were as follows: building principals, directors of special education, and university professors in educational administration. The experts' insightful comments and solutions to the in-baskets fit neatly into the categories outlined by the indices.

QUALITATIVE ASSESSMENT OF KEY CONSTRUCTS

Three constructs grounded in theory were found to be valid indicators of a quality response in the PTSSE; the constructs were: issue recognition, resourcefulness, and ownership. Th three new constructs are unique aspects of the PTSSE and are not found in any other assessment package. The constructs are used to measure a quality response along a bipolar grid which are part of the third assessment instrument. A participant simply records his/her own responses along the grid. The result is a profile of the individual's responses. The procedure is self-scoring and provides a visual illustration of responses in relation to a quality response. The profiles allow immediate knowledge of results and form an integral part of the instructional paradigm within the Principal's Training Simulator in Special Education. The documents related to this assessment activities are the Construct Definition, Quality Dimensions and Participant Response Form and Self-Administration Instructions. We recommend the leader analyze an individual's response in front of the entire group to illustrate a quality response from B packet. Then participants in triads may analyze individual responses to C and D packets using the same procedure.

OVERALL ADMINISTRATIVE SKILL

A third instrument measures the overall performance of participant's response to each in-basket. This instrument may be used independently or in conjunction with the other two rating instruments. A single sheet has been developed to allow the instructor to arrive at a judgment of overall administrative skill based on the other two instruments or may be used alone. The results from this third instrument also serve as a check of internal consistency with scores from the other instruments. This instrument may be used with a peer to judge a colleague's response.

INDICES OF PERFORMANCE

ITEM NUMBER ______ * NA = not applicable

Score	Description
1	The necessary indices of performance are absent in the participant's response.
2	The evaluator can identify some of the necessary indices from the participant's response.
3	The evaluator can identify most of the necessary indices from the participant's response.
4	All of the indices of performance are clearly addressed by the participant's response.

Indices of Performance	Score				
Problem Analysis	NA	1	2	3	4
Judgment	NA	1	2	3	4
Decisiveness	NA	1	2	3	4
Educational Values	NA	1	2	3	4
Sensitivity	NA	1	2	3	4
Written Communication	NA	1	2	3	4
Organizational Ability	NA	1	2	3	4

SELF-ADMINISTRATING INSTRUCTIONS*

The purpose of this assignment is to measure the quality of a written response by judging them against a series of descriptive scales. In using the construct evaluation, please make your judgments on the basis of how well you answer an "in-basket" item. You will find a different construct to judge the response against on separate pages. There are a series of scales beneath each construct; you are to rate the response on each of the scales in order.

Please note that the direction you mark depends upon which of the two ends of the scale seem most characteristic of the construct you are judging in a participant's response.

IMPORTANT: 1. Place your marks in the middle of the spaces, not on the boundaries.

this not this

fair___:_X_:___:___X___unfair

2. Be sure you mark every scale for every construct-DO NOT OMIT ANY!

3. Never put more than one mark on a single scale.

In some cases you may have the same item once before on the assignment. Do not worry about this and do not look back and forth through the items to see how you may have marked similar items or other responses earlier in the assignment. Make each item a separate and independent judgment. Work at a fairly comfortable speed through the assignment. Do not worry or puzzle over individual items. Please do not labor over the analysis. On the other hand, please do not rush through this assignment in a careless fashion.

*Modification from Osgood, C., Suci, G., & Tannenbaum, P. (1957).

CONSTRUCT DEFINITIONS

Issue Recognition: recognize that a situation may involve more than one issue. When multiple issues exist, participant also identifies the most salient issue.

Resourcefulness: identify one's own skills and seek out others to initiate a change and/or an action; to recognize the need for collaboration.

Ownership: exercise responsibility for all aspects of programs at the building level; to assume responsibility and exercise authority to solve a building-based problem; initiates an opportunity to improve special education programs.

QUALITY DIMENSIONS

Convergent: response indicates an aggregation of actions to solve a problem; to narrow toward a singular focus.

Divergent: response indicates a separation of actions in analyzing a problem; a broad spectrum of possibilities.

Dependent: actions are contingent on one another for support.

Independent: actions are separate, free and self-governing.

Collaborative: to work with another or others in a cooperative manner

Simple: response lacks adequate conceptualization; it is quick and easy.

Complex: response is detailed and broad in scope exploring several possibilities.

Inexpensive: financial expenditures for this action are minimal.

Expensive: financial expenditures for this action are extreme.

Clear: responses are clear and precise indicating firm, positive, and direct actions to solve a problem situation.

Ambiguous: responses appear tentative and hesitant; actions are indirect toward action.

Unidirectional: the response indicates a singular perspective and course of action.

Multidirectional: response indicates that multiple perspectives are considered before actions are taken.

Inappropriate: actions taken are not a part of my perception of my responsibility.

Appropriate: actions taken are a part of my perception of my responsibility.

Routine: actions taken appear ordinary and mechanical; responses are typical and mundane.

Novel: actions indicate attempts at new and creative methods to problem solving.

symptomatic: signs or indications of the problem or issue.

underlying cause: basic or fundamental reasons for the problem or issue.

traditional: the way things have always been done.

innovative: initiating change; a new way of doing things.

accountable: accepting responsibility for consequences.

unaccountable: passing the responsibility on to someone else.

mandated: must be done as required by law, rule, or policy.

optional: choice and discretion is available and encouraged.

supportive: a willingness to provide resources which may occur in the face of opposition.

unsupportive: refusal or an unwillingness to provide resources or encouragement.

yours: referring a problem situation to someone else.

mine: meeting the challenge and responsibility to act.

PARTICIPANT RESPONSE FORM
QUALITATIVE EVALUATION SCALES

Item_____

Issue Recognition: to recognize that a situation may involve more than one issue. When multiple issues exist, participant also identifies the most salient issue.

Issue Recognition Scale

convergent-----|-----|-----|-----|-----divergent

clear-----|-----|-----|-----|-----ambiguous

multidimensional-----|-----|-----|-----|-----unidimensional

inappropriate-----|-----|-----|-----|-----appropriate

novel-----|-----|-----|-----|-----routine

underlying cause-----|-----|-----|-----|-----symptomatic

Resourcefulness: to identify one's own skills and seek out others to initiate a change and/or an action; to recognize the need for collaboration.

Resourcefulness Scales

convergent-----|-----|-----|-----|-----divergent

complex-----|-----|-----|-----|-----simple

inexpensive-----|-----|-----|-----|-----expensive

inappropriate-----|-----|-----|-----|-----appropriate

independent-----|-----|-----|-----|-----dependent

traditional-----|-----|-----|-----|-----innovative

Ownership: exercise responsibility for all aspects of programs at the building level; to assume responsibility and exercise authority to solve a building-based problem; initiates an opportunity to improve special education programs.

Ownership Scales

mine-----|-----|-----|-----|-----yours

ambiguous-----|-----|-----|-----|-----clear

collaborative-----|-----|-----|-----|-----independent

appropriate-----|-----|-----|-----|-----inappropriate

nonsupportive-----|-----|-----|-----|-----supportive

optional-----|-----|-----|-----|-----mandated

accountable-----|-----|-----|-----|-----unaccountable

OVERALL ADMINISTRATIVE SKILL SCORE

This dimension reflects an overall score for "subjective impression" of the total response for one individual item. Please circle one score.

ITEM NUMBER_____

Score	Description
1	Poor administrative skill was shown. The participant failed to handle the item with any acceptable level of skill, or the actual solution taken by the participant exacerbated the original problem(s) of the item.
2	Little administrative skill was shown. The participant did not respond or handle several of the critical issues. The participant did not demonstrate a good understanding of the needed procedures, policies, and mandates required in order to successfully manage the item.
3	A moderate amount of administrative skill was demonstrated by the participant. The most critical administrative processes were handled, but the participant failed to respond to other important processes.
4	The participant displayed a high degree of administrative skill. The most critical administrative operations were performed, but the participant failed to respond to some of the lesser important processes.
5	The participant's response to the item displayed a superior degree of administrative skill. The participant demonstrated every skill that would be expected of a quality administrator. The participant addressed nearly all the indices of performance.

INDICES OF PERFORMANCE

CATEGORIES

1. PROBLEM ANALYSIS: ability to seek out relevant data and analyze complex information, sorting means from ends; to determine important elements of a problem situation, searching for information.

   Involvement and acceptance of other teachers in IEP implementation.

   Adaptation of IEP.

   Needs to note parental participation.

2. JUDGEMENT: ability to reach logical conclusions and make high quality decisions based upon available information; skill in identifying educational needs and setting priorities.

   Need to investigate IEP and determine its meaning for staff members.

   Review policy on IEP implementation.

   Short-term issue: adequacy of the IEP as interpretated by this teacher and its implications for other teachers.

   Long-term issue: communication procedures with all IEP's and respective involvement of sending and receiving staff.

3. DECISIVENESS: ability to recognize a decision is required and to take action.

   The principal takes action.

4. EDUCATIONAL VALUES: Expression of a well-reasoned educational belief(s).

   Not applicable in this situation.

   Mandated by federal law.

5. SENSITIVITY: ability to perceive and respond to the needs, concerns, and personal problems of others; tact in dealing with persons from different backgrounds, disabilities, sex, age, and perspectives.

   Demonstrates sensitivity to teacher's concern and student's needs.

6. WRITTEN COMMUNICATION: ability to express ideas clearly and correctly (without errors) in writing; to write appropriately for different audiences, eg., students, parents, teachers, community groups, etc.

7. ORGANIZATIONAL ABILITY: ability to plan, schedule, and control ones's work and the work of others; skill in using resources in an optimal fashion; ability to deal with information efficiently.

   Call Lee Blank and Sid Green.

   Recognize the role of the parent.

   Communicate with the teacher.

   Talk to the other principals.

   Review the school handbook.

CATEGORIES

1. PROBLEM ANALYSIS: ability to seek out relevant data and analyze complex information, sorting means from ends; to determine important elements of a problem situation, searching for information.

   Principal/staff acceptance of special education.

   Social and self-perception problems of students.

   The symbolic impact of the physical separation on the students' social and academic acceptance.

   Needs to seek IEP information.

2. JUDGEMENT: ability to reach logical conclusions and make high quality decisions based upon available information; skill in identifying educational needs and setting priorities.

   Before responding, note if participant appreciates concerns.

   Priority should be given to this item.

   Need to match student needs to integration levels.

   Needs to focus on educational consequences for special education students.

   Recognize a need for change.

3. DECISIVENESS: ability to recognize a decision is required and to take action.

   Evidence of commitment to resolve the issue.

4. EDUCATIONAL VALUES: Expression of a well-reasoned educational belief(s).

   All students should be treated alike rather than different.

5. SENSITIVITY: ability to perceive and respond to the needs, concerns, and personal problems of others; tact in dealing with persons from different backgrounds, disabilities, sex, age, and perspectives.

   Show sensitivity to his teacher's concerns.

   Demonstrate sensitivity to other staff's "real" or "unreal" concerns.

   Principal needs to suggest rationale for change are student centered, ie., student's individual needs.

   Be sensitive to students self-perception.

6. WRITTEN COMMUNICATION: ability to express ideas clearly and correctly (without errors) in writing; to write appropriately for different audiences eg., students, parents, teachers, community groups, etc.

7. ORGANIZATIONAL ABILITY: ability to plan, schedule, and control one's work and the work of others; skill in using resources in an optimal fashion; ability to deal with information efficiently.

   Principal needs to talk to teachers, note alternatives for service delivery, and review folders checking the IEP.

   Review folders to check IEP.

   Note alternatives for service delivery.

   Make observations of the program.

   Talk to teachers about academic and non-academic possibilities.

INDICES OF PERFORMANCE

CATEGORIES

1. **PROBLEM ANALYSIS:** ability to seek out relevant data and analyze complex information, sorting means from ends, to determine important elements of a problem situation, searching for information.

   Gaining support for other transportation options (i.e., change transportation for moderate and severe).

   Identify the many implications of this decision.

   Identifying other transportation options and the implications for this solution.

   Recognition of parents concerns regarding mixing of disabilities and earlier pickup from home.

   Identify implications for staff supervision.

   Consider length of school day.

2. **JUDGEMENT:** ability to reach logical conclusions and make high quality decisions based upon available information; skill in identifying educational needs and setting priorities.

   Determine implications surrounding the supervision/transportation issue.

   Develop recommendations for other transportation options.

   Argue for alternative solutions and consequences related to the aforementioned items.

3. **DECISIVENESS:** ability to recognize a decision is required and to take action.

   Prompt attention is needed.

   Set a date and time for a meeting to propose alternative courses of action.

4. EDUCATIONAL VALUES: expression of a well-reasoned educational belief(e).

   Student programs should not be determined by transportation system but dictated by student needs and program options.

5. SENSITIVITY: ability to perceive and respond to the needs, concerns, and personal problems of others; tact in dealing with persons from different backgrounds, disabilities, sex, age, and perspectives.

   Concern for impact on staff time and scheduling.

   Sensitivity to "mixing" of students with moderate and severe disabilities/hearing impaired students.

   Preparing typical students for any integrated transportation options that may emerge.

6. WRITTEN COMMUNICATION: ability to express ideas clearly and correctly (without errors) in writing; to write appropriately for different audiences; students, parents, teacher, community groups, etc.

   Clear expression of ideas.

7. ORGANIZATIONAL ABILITY: ability to plan, schedule, and control one's work and the work of others; skill in using resources in an optimal fashion; ability to deal with information efficiency.

   Note the impact of early arrival and need for the supervision of students.

   Note parent complaints, if any.

   Note implications for an extended day.

   Work on transportation proposals to ensure this does not occur on a yearly basis.

INDICES OF PERFORMANCE

CATEGORIES

1. PROBLEM ANALYSIS: ability to seek out relevant data and analyze complex information, sorting means from ends, to determine important elements of a problem situation, searching for information.

   Perspective and capacities of regular education teachers to fulfill their responsibilities.

   Scheduling problems for conferencing between regular and special education.

   Need to obtain more specific information for clarification from Lee Blank.

2. JUDGEMENT: ability to reach logical conclusions and make high quality decisions based upon available information; skill in identifying educational needs and setting priorities.

   Inappropriate use of human resources.

   Needs analysis for use and abuse of program.

3. DECISIVENESS: ability to recognize a decision is required and to take action.

   Commitment to act within the next few days.

4. EDUCATIONAL VALUES: expression of a well-reasoned educational belief(s).

   Recognition of the worth and importance of individual staff members' contribution.

5. SENSITIVITY: ability to perceive and respond to the needs, concerns, and personal problems of others; tact in dealing with persons from different backgrounds, disabilities, sex, age, and perspectives.

   Show sensitivity to resource teacher's concerns.

   Show concern for regular teacher's needs.

   Initiation and willingness to bring together the necessary parties to discuss the issues.

6. WRITTEN COMMUNICATION: ability to express ideas clearly and correctly in writing (without errors); to write appropriately for different audiences; students, parents, teacher, community groups, etc.

   Response is clear and legible.

7. ORGANIZATIONAL ABILITY: ability to plan, schedule, and control one's work and the work of others; skill in using resources in an optimal fashion; ability to deal with information efficiently.

   Principal self-examination of review procedures and criteria for referral.

   Determine perceptions of other teachers' view of the resource program, referral, and placement procedures with significant others.

   Analyze and determine the appropriateness of the referrals.

   Review procedures and criteria for placement into the resource room.

CATEGORIES

1. PROBLEM ANALYSIS: ability to seek out relevant data and analyze complex information, sorting means from ends, to determine important elements of a problem situation, searching for information.

   Decide modifications necessary to the physical plant.

   Determine the type of support services needed.

   Determine the type of inservices that will be provided for students and teachers.

   Need to obtain data on visually-impaired student's academic performance and behavioral adjustment.

   Needs to assess parental support for bringing the program back into the district.

2. JUDGEMENT: ability to reach logical conclusions and make high quality decisions based upon available information; skills in identifying educational needs and setting priorities.

   Indication of willingness to participate in this discussion.

   Noting any scheduling or building modifications which may be necessary.

   Taking a position on the acceptance of these students into your building.

3. DECISIVENESS: ability to recognize a decision is required and to take action.

   Recognize a local decision is required.

4. EDUCATIONAL VALUES: expression of a well-reasoned educational belief(s).

   All students, with and without disabilities, should be educated in regular settings whenever possible.

5. SENSITIVITY: ability to perceive and respond to the needs, concerns, and personal problems of others; tact in dealing with persons from different backgrounds, disabilities, sex, age, and perspectives.

   Appreciation of concerns of visually impaired students' parents.

   Sensitivity to needs of visually impaired students.

   Sensitivity to concerns of regular teachers and students.

6. WRITTEN COMMUNICATION: ability to express ideas clearly and correctly (without errors) in writing; to write appropriately for different audiences students, parents, teacher, community groups, etc.

   Prepare a written outline regarding space availability, staffing and program effect.

7. ORGANIZATIONAL ABILITY: ability to plan, schedule, and control one's work and the work of others; skill in using resources in an optimal fashion; ability to deal with information efficiently.

   Decide how many students are to be returned in terms of needs level and functioning then, what implications exist for building space.

   Analyze the staffing patterns with teachers.

   Analyze the local impact on teachers.

   Check the safety features of the building.

   Demonstrate capacity to generate alternatives.

   Prepare a plan for the return of these students.

   Define plans for staff inservice.

CATEGORIES

1. PROBLEM ANALYSIS: ability to seek out relevant data and analyze complex information, sorting means from ends, to determine important elements of a problem situation, searching for information.

   Note alternative methods of student management.

   Need to identify the teacher's perspective on medication.

   Review district's policy on the use of medication.

   Determine teacher's perception of the situation.

2. JUDGEMENT: ability to reach logical conclusions and make high quality decisions based upon available information; skill in identifying educational needs and setting priorities.

   Teachers need support and inservice training about medication so they can make more informed judgments to refer students to physicians for evaluation.

   Determine what arguments the teacher is using supporting the use of medication.

   Need for a thorough multi-disciplinary team assessment.

3. DECISIVENESS: ability to recognize a decision is required and to take action.

   Search for more information from teacher, student observations and the need for a parent conference.

4. EDUCATIONAL VALUES: expression of a well-reasoned educational belief(s).

   Teachers should be advised to seek advice on issues that they do not have professional expertise.

5. SENSITIVITY: ability to perceive and respond to the needs, concerns, and personal problems of others; tact in dealing with persons from different backgrounds, disabilities, sex, age, and perspectives.

   Show sensitivity to student and parents of this child.

   Show sensitivity for concerns of doctor.

   Demonstrate sensitivity to teacher's perception of the problem and her proposed solution by sharing the letter.

6. WRITTEN COMMUNICATION : ability to express ideas clearly and correctly (without errors)in writing; to write appropriately for different audiences students, parents, teacher, community groups, etc.

   A clear response to the doctor indicating a commitment to look into the matter and get back to him.

7. ORGANIZATIONAL ABILITY: ability to plan, schedule, and control one's work and the work of others; skill in using resources in an optimal fashion; ability to deal with information efficiently.

   Contact teacher to find out what is going on.

   Send a thank you letter to the doctor.

   Develop guidelines addressing this issue.

   Seek to determine how widespread the problem is.

   Provide information if the problem is determined to be widespread.

   Seek consultation from district physicans and/or attorneys.

CATEGORIES

1. PROBLEM ANALYSIS: ability to seek out relevant data and analyze complex information, sorting means from ends, to determine important elements of a problem situation, searching for information.

   Note differences in interpretation of IEP.

2. JUDGEMENT: ability to reach logical conclusions and make high quality decisions based upon available information; skill in identifying educational needs and setting priorities.

   Get two parties together to discuss issue and to identify lack of communication.

3. DECISIVENESS: ability to recognize a decision is required and to take action.

   Call for parent conference as soon as possible.

4. EDUCATIONAL VALUES: expression of a well-reasoned educational belief(s).

5. SENSITIVITY: ability to perceive and respond to the needs, concerns, and personal problems of others; tact in dealing with persons from different backgrounds, disabilities, sex, age, and perspectives.

   First, have a discussion with the teacher.

   Show sensitivity to parents' concerns.

6. WRITTEN COMMUNICATION: ability to express ideas clearly and correctly (without errors) in writing; to write appropriately for different audiences students, parents, teacher, community groups, etc.

   An immediate written response to the parent must be sent.

7. ORGANIZATIONAL ABILTY: ability to plan, schedule, and control one's work and the work of others; skill in using resources in an optimal fashion; ability to deal with information efficiently.

   Call the parent and attend to the complaint.

   Review the IEP.

   Discuss the results of your investigation with the parent.

   Review conversations with the teacher.

   Determine if a meeting is needed with all stakeholders.

   Send a follow-up letter to the parent outlining action.

CATEGORIES

1. PROBLEM ANALYSIS: ability to seek out relevant data and analyze complex information, sorting means from ends, to determine important elements of a problem situation, searching for information.

   Contact other school districts and the state department for policy implications.

   Investigate the possibility of a "hidden agenda".

   Find out the district's position on presenting a diploma.

   Find out "current practice" district wide.

2. JUDGEMENT: ability to reach logical conclusions and make quality decisions based upon available information; skill in identifying educational needs and setting priorities.

   Discuss this issue with other principals and Lee Blank.

3. DECISIVENESS: ability to recognize a decision is required and to take action.

   Get relevant data quickly and take action cautiously.

4. EDUCATIONAL VALUES: expression of a well-reasoned educational belief(s).

   All students should receive recognition for their individual accomplishments.

   A diploma is an indication of reaching a standard of academic performance identified by the state education department.

5. SENSITIVITY: ability to perceive and respond to the needs, concerns, and personal problems of others; tact in dealing with persons from different backgrounds, disabilities, sex, age, and perspectives.

   Must be sensitive to all stakeholders.

6. WRITTEN COMMUNICATION: ability to express ideas clearly and correctly (without errors) in writing; to write appropriately for different audiences (students, parents, teachers, community groups, etc.).

7. ORGANIZATIONAL ABILITY: ability to plan, schedule and control one's work and the work of others; skill in using resources in an optimal fashion; ability to deal with information efficiently.

   Call Lee Blank to find out his opinion.

   Get the "big picture" of this issue by talking to people in the district on an informal basis.

   Return call to Helen Fredrickson.

   Develop a position statement with input from staff.

INDICES OF PERFORMANCE C-20

CATEGORIES

1. PROBLEM ANALYSIS: ability to seek out relevant data and analyze complex information, sorting means from ends, to determine important elements of a problem situation searching for information.

   Determine who is responsible for placing home bound students.

2. JUDGEMENT: ability to reach logical conclusions and make high quality decisions based upon available information; skill in identifying educational needs and setting priorities.

   This must be a priority item.

3. DECISIVENESS: ability to recognize a decision is required and to take action.

   Must act immediately to inform G. Riley why he will be taken off the case.

   Consult with the director of special education to prevent the problem from reoccurring.

4. EDUCATIONAL VALUES: expression of a well-reasoned educational belief(s).

5. SENSITIVITY: ability to perceive and respond to the needs, concerns, and personal problems of others; tact in dealing with persons from different backgrounds, disabilities, sex, age, and perspectives.

   Be sensitive to homebound teacher (Riley).

   Be sensitive to student.

   Be sensitive to parent.

   Be sensitive to consequences of this action.

6. WRITTEN COMMUNICATION: ability to express ideas clearly and correctly (without errors) in writing; to write appropriately for different audiences students, parents, teacher, community groups, etc.

   Send a letter to parents explaining procedures and assignment of new tutor.

7. ORGANIZATIONAL ABILITY: ability to plan, schedule, and control one's work and the work of others; skill in using resources in an optimal fashion; ability to deal with information efficiently.

CATEGORIES

1. PROBLEM ANALYSIS: ability to seek out relevant data and analyze complex information, sorting means from ends, to determine important elements of a problem situation, searching for information.

   Seek out information regarding the nature of the field trips taken.

   Determine if there is another problem between these two teachers.

   Seek information about the nature of the students' IEP's and their relationship to the instructional program.

   Obtain information from both teachers regarding the district's practices and position on community-based training.

2. JUDGEMENT: ability to reach logical conclusions and make high quality decisions based upon available information; skill in identifying educational needs and setting priorities.

   Determine impact on student performance.

   Determine the appropriateness of the field trips as part of the curriculum and in accordance with the IEPs.

   Determine the appropriateness of both teaching approaches.

   Determine the issue dividing these two teachers.

   Determine the role of field trips in the curriculum of all students.

3. DECISIVENESS: ability to recognize a decision is required and to take action.

   Decide to become involved.

4. EDUCATIONAL VALUES: expression of a well-reasoned educational belief(s).

   All education does not occur "inside" a school facility.

   The purpose of special education is to prepare students for post-school adjustment.

5. SENSITIVITY: ability to perceive and respond to the needs, concerns, and personal problems of others; tact in dealing with persons from different backgrounds, disabilities, sex, age, and perspectives.

   The feelings and beliefs of both teachers must be considered.

   Become sensitive to the impact on parental capacity to participate and support.

6. WRITTEN COMMUNICATION: ability to express ideas clearly and correctly (without errors) in writing; to write appropriately for different audiences students, parents, teacher, community groups, etc.

7. ORGANIZATIONAL ABILITY: ability to plan, schedule, and control one's work and the work of others; skill in using resources in an optimal fashion; ability to deal with information efficiently.

   Pull IEP files and review.

   Meet with the new teacher J. Sullivan.

   Meet with M. Russell.

   Check lesson plans for future field trips.

   Follow-up field trips taken and review the files of future field trips.

   Determine the implications for the curriculum.

CATEGORIES

1. PROBLEM ANALYSIS : ability to seek out relevant data and analyze complex information, sorting means from ends, to determine important elements of a problem situation, searching for information.

   Review case conference file to check teacher's perception.

   Discuss case conference recommendation with teacher.

   Seek data from teacher which demonstrates a discrepancy.

   Review student's cumulative records.

2. JUDGEMENT: ability to reach logical conclusions and make high quality decisions based upon available information; skill in identifying educational needs and setting priorities.

   On the basis of the data, reconvene the case conference.

   Decide whether to meet with the parent before the case conference.

3. DECISIVENESS: ability to recognize a decision is required and to take action.

   Discuss the individual case with the teacher.

4. EDUCATIONAL VALUES: expression of a well-reasoned educational belief(s).

   Students need to be educated in the least restrictive environment.

5. SENSITIVITY: ability to perceive and respond to the needs, concerns, and personal problems of others; tact in dealing with persons from different backgrounds, disabilities, sex, age, and perspectives.

   Demonstrate a concern for the need for an appropriate placement for the child while supporting the professional judgement of the teacher.

   Need to make the parent aware of the teacher's recommendation.

   Show awareness of role relationships between teachers, parents, and administrators.

6. WRITTEN COMMUNICATION: ability to express ideas clearly and correctly (without errors) in writing; to write appropriately for different audiences students, parents, teacher, community groups, etc.

   Send out notification of a case conference to all parties concerned.

7. ORGANIZATIONAL ABILITY: ability to plan, schedule, and control one's work and the work of others; skill in using resources in an optimal fashion; ability to deal with information efficiently.

   Review the IEP.

   Review performance data.

   Determine if others need to be involved.

   Set up a meeting with the parent and teacher.

   Prepare a cover memo to the parent regarding teacher's recommendations.

   Meet with the parent.

INDICES OF PERFORMANCE

CATEGORIES

1. PROBLEM ANALYSIS: ability to seek out relevant data and analyze complex information, sorting means from ends, to determine important elements of a problem situation, searching for information.

   Develop a listing of the most pressing concerns facing special education within the building.

   Determine a criteria for selection of workshop presenters.

2. JUDGEMENT: ability to reach logical conclusions and make high quality decisions based upon available information; skill in identifying educational needs and setting priorities.

   Document the priority needs for the building.

   Sort priority needs by role: principal, regular teachers, special teachers, aides, etc.

   Show a willingness to participate in discussions and work on a district wide as well as a building level agenda.

   Recognize the opportunity to increase the faculty's ability to serve the entire range of students.

3. DECISIVENESS: ability to recognize a decision is required and to take action.

   A list has been produced.

4. EDUCATIONAL VALUES: expression of a well-reasoned educational belief(s).

   Professionals should be responsible for their own development.

5. SENSITIVITY: ability to perceive and respond to the needs, concerns, and personal problems of others; tact in dealing with persons from different backgrounds, disabilities, sex, age, and perspectives.

6. WRITTEN COMMUNICATION: ability to express ideas clearly and correctly (without errors) in writing; to write appropriately for different audiences students, parents, teacher, community groups, etc.

Clear and concise memo written to staff requesting ideas and suggestions.

7. ORGANIZATIONAL ABILITY: ability to plan, schedule, and control one's work and the work of others; skill in using resources in an optimal fashion; ability to deal with information efficiently.

Memo to staff requesting ideas and suggestions.

Analyze data and compile priority listing with staff.

Compile a list of teachers to facilitate or present activity at meeting.

Get information back to Lee Blank.

CATEGORIES

1. PROBLEM ANALYSIS: ability to seek out relevant data and analyze complex information, sorting means from ends, to determine important elements of a problem situation, searching for information.

   Determine why change in placement was made and why procedure wasn't followed.

2. JUDGEMENT: ability to reach logical conclusions and make high quality decisions based upon available information; skill in identifying educational needs and setting priorities.

   Communicate to parent why change in placement was made.

   Admit procedural due process violation occurred.

   The student should be reassigned to the original placement.

   Check with legal counsel.

3. DECISIVENESS: ability to recognize a decision is required and to take action.

   Communicate with parent immediately.

4. EDUCATIONAL VALUES: expression of a well-reasoned educational belief(s).

5. SENSITIVITY: ability to perceive and respond to the needs, concerns, and personal problems of others; tact in dealing with persons from different backgrounds, disabilities, sex, age, and perspectives.

   Show sensitivity to the social, emotional, and educational needs of the child.

   Show sensitivity to the parent's concerns.

   Show concern for preserving teacher's good will and morale.

6. WRITTEN COMMUNICATION: ability to express ideas clearly and correctly (without errors) in writing; to write appropriately for different audiences students, parents, teacher, community groups, etc.

   Provide a clear and concise written documentation of the situation to the parent and Lee Blank.

7. ORGANIZATIONAL ABILITY: ability to plan, schedule, and control one's work and the work of others; skill in using resources in an optimal fashion; ability to deal with information efficiently.

   Restore the student back to the original placement.

   Communicate with the parent.

   Call a case conference to discuss if any change in placement is to occur.

CATEGORIES

1. PROBLEM ANALYSIS: ability to seek out relevant data and analyze complex information, sorting means from ends, to determine important elements of a problem situation, searching for information.

   Identify the opposition to mainstreaming and its implications on students with disabilities and the least restrictive environment provision of 94-142.

2. JUDGEMENT: ability to reach logical conclusions and make high quality decisions based upon available information; skill in identifying educational needs and setting priorities.

   Determine conditions under which a mainstreaming initiative could be facilitated and supported.

3. DECISIVENESS: ability to recognize a decision is required and to take action.

   Willingness to commit to a plan.

4. EDUCATIONAL VALUES: expression of a well-seasoned educational belief(s).

   All teachers can and need to contribute to the education of students with disabilities.

CATEGORIES

1. PROBLEM ANALYSIS: ability to seek out relevant data and analyze complex information, sorting means from ends, to determine important elements of a problem situation, searching for information.

   Identify the costs of special education.

   Need to build community support for programs that consume resources.

   Note the lack of special services for students in regular education who need it.

   Investigate this student and his learning difficulties.

   Review student's cumulative folder.

2. JUDGEMENT: ability to reach logical conclusions and make high quality decisions based upon available information; skill in identifying educational needs and setting priorities.

   Consult with the regular classroom teacher about this student and his/her need for services.

   Determine what data would be useful to plan any support for this student.

3. DECISIVENESS: ability to recognize a decision is required and to take action.

   Attend to the situation.

4. EDUCATIONAL VALUES: expression of a well-seasoned educational belief(s).

   Students with unequal needs, need unequal resources.

5. SENSITIVITY: ability to perceive and respond to the needs, concerns, and personal problems of others; tact in dealing with persons from different backgrounds, disabilities, sex, age, and perspectives.

   Express empathy for the parent and the child's need for extra services.

   Note obtuse recognition of concern.

6. WRITTEN COMMUNICATION: ability to express ideas clearly and correctly (without errors) in writing; to write appropriately for different audiences students, parents, teacher, community groups, etc.

   Provide clear and precise information to parents.

7. ORGANIZATIONAL ABILTY: ability to plan, schedule, and control one's work and the work of others; skill in using resources in an optimal fashion; ability to deal with information efficiently.

   In your conference with the parent, detail the "whys" and costs of special education.

   Investigate how this child is performing and determine what educational alternatives might be available with teaching staff and other central office personnel.

   Develop an effective public relations program in this area educating the public about the unique needs of learners.

CATEGORIES

1. PROBLEM ANALYSIS: ability to seek out relevant data and analyze complex information, sorting means from ends to determine important elements of a problem situation, searching for information.

   Perform an analysis of individual discipline cases.

   Determine teacher's approach to behavior management and appropriateness of instructional techniques.

   Need to find out teacher's attitude toward this student.

2. JUDGEMENT: ability to reach logical conclusions and make high quality decisions based upon available information; skill in identifying educational needs and setting priorities.

   Determine if this is a teacher problem, a student problem, or a teacher/student relationship issue.

3. DECISIVENESS: ability to recognize a decision is required and to take action.

   Action is required.

4. EDUCATIONAL VALUES: expression of a well-seasoned educational belief(s).

5. SENSITIVITY: ability to perceive and respond to the needs, concerns, and personal problems of others; tact in dealing with persons from different backgrounds, disabilities, sex, age, and perspectives.

   Demonstrate sensitivity to teacher's concerns.

   Demonstrate sensitivity to student's concerns.

6. WRITTEN COMMUNICATION: ability to express ideas clearly and correctly (without errors) in writing; to write appropriately for different audiences students, parents, teacher, community groups, etc.

7. ORGANIZATIONAL ABILITY: ability to plan, schedule, and control one's work and the work of others; skill in using resources in an optimal fashion; ability to deal with information efficiently.

Observe the student in the classroom setting.

Talk to other teachers about the student.

Identify "target" behaviors.

Generate possible interventions.

Monitor and record progress.

Call a case conference to examine current placement.

INDICES OF PERFORMANCE

CATEGORIES

1. **PROBLEM ANALYSIS:** ability to seek out relevant data and analyze complex information, sorting means from ends, to determine important elements of a problem situation, searching for information.

   Determine the teacher's need for support.

   Determine the discrepancies between the teacher's perception and the administrator's perception of the problem.

2. **JUDGEMENT:** ability to reach logical conclusions and make high quality decisions based upon available information; skill in identifying educational needs and setting priorities.

   This is a priority item.

   Principal needs to know what will be discussed with the teacher.

3. **DECISIVENESS:** ability to recognize a decision is required and to take action.

   Get involved with this situation immediately.

4. **EDUCATIONAL VALUES:** expression of a well-reasoned educational belief(s).

5. **SENSITIVITY:** ability to perceive and respond to the needs, concerns, and personal problems of others; tact in dealing with persons from different backgrounds, disabilities, sex, age, and perspectives.

   Show sensitivity to one's own behavior as it may have affected the teacher's decision to resign.

   Show sensitivity to the needs of the resigning teacher.

6. WRITTEN COMMUNICATION: ability to express ideas clearly and correctly (without errors) in writing; to write appropriately for different audiences eg., students, parents, teacher, community groups, etc.

7. ORGANIZATIONAL ABILITY: ability to plan, schedule, and control one's work and the work of others; skill in using resources in an optimal fashion; ability to deal with information efficiently.

Principal needs to "reflect" about the situation before attending the meeting.

Develop a record about "interventions" and specific supports for the teacher.

Call Lee Blank and discuss this matter.

CATEGORIES

1. PROBLEM ANALYSIS: ability to seek out relevant data and analyze complex information, sorting means from ends; to determine important elements of a problem situation, searching for information.

   Consider impact on the building: space considerations, possible adaptations, instructional organization and climate.

   Consider the impact on building personnel, students, and community.

   Identify parents who may support or resist this initiative.

2. JUDGEMENT: ability to reach logical conclusions and make high quality decisions based upon available information; skill in identifying educational needs and setting priorities.

   Compare model sites with Dormit, include facilities, community and parent support, and teacher attitudes which lead to a rationale supporting or not supporting the integration of students with disabilities.

3. DECISIVENESS: ability to recognize a decision is required and to take action.

   The principal takes action to include or impede the integration process.

4. EDUCATIONAL VALUES: Expression of a well-reasoned educational belief(s).

   All students can best be served in an age-appropriate environment with their peers.

   Typical student needs to understand individual differences in all students.

5. SENSITIVITY: ability to perceive and respond to the needs, concerns, and personal problems of others; tact in dealing with persons from different backgrounds, disabilities, sex, age and perspectives.

   Demonstrates sensitivity to teacher's concerns, students' needs, community expectations, and district's ability to implement such a program.

6. ORAL COMMUNICATION: ability to express ideas clearly and precisely; to address the issues that are appropriate for different audiences, eg., students, parents, teachers, community groups, etc.

   Express a clear rationale for individual jurisdiction at the building level.

   Express a clear rational for district wide implications.

7. ORGANIZATIONAL ABILITY: ability to plan, schedule, and control one's work and the work of others; skill in using resources in an optimal fashion; ability to deal with information efficiently.

   Organize your reactions and impressions from the visits.

   Evaluate the possibility of implementing this type of program in your building considering building modifications, instructional variations, etc.

   Identify community, parent, and teacher attitudes toward this type of program.

   Identify financial needs and concerns.

CATEGORIES

1. PROBLEM ANALYSIS: ability to seek out relevant data and analyze complex information, sorting means from ends, to determine important elements of a problem situation, searching for information.

   An important decision concerning the best placement for this student is the major issue.

   Recognize problem of placement with knowledge of new data.

   Focus on Jose's needs and system's weaknesses.

   Develop a program from Jose's strengths, ie., performance areas; expectation effects should be described.

2. JUDGEMENT: ability to reach logical conclusions and high quality decisions based upon available information; skill in identifying educational needs and setting priorities.

   The participant should recognize that this student falls in "a gray area".

   Determine if this student is still eligible for special education.

   Determine what is necessary to build an appropriate educational program for this student.

   Determine the appropriate placement for this student.

3. DECISIVENESS: ability to recognize a decision is required and to take action.

   Action needs to be taken.

4. EDUCATIONAL VALUES: expression of a well-seasoned educational belief(s).

5. SENSITIVITY: ability to perceive and respond to the needs, concerns, and personal problems of others; tact in dealing with persons from different backgrounds, disabilities, sex, age, and perspectives.

   The students academic, social, and emotional needs must be considered.

   State and federal guidelines must be followed.

   The psychologist's attitudes, beliefs, and code of ethics must be considered.

   Address the needs of the student and psychologist.

   Need to recognize the long-term effects for the student.

6. WRITTEN COMMUNICATION: ability to express ideas clearly and correctly (without errors) in writing; to write appropriately for different audiences students, parents, teacher, community groups, etc.

7. ORGANIZATIONAL ABILITY: ability to plan, schedule, and control one's work and the work of others; skill in using resources in an optimal fashion; ability to deal with information efficiently.

   Identify the implications for program and placement.

   Determine the implications with the teacher and psychologist.

   Call a case conference.

CATEGORIES

1. PROBLEM ANALYSIS: ability to seek out relevant data and analyze complex information, sorting means from ends, to determine important elements of a problem situation, searching for information.

   Determine why the teacher is resisting (why is she changing her mind.

   Determine if this problem can be handled informally.

   Determine if the grievance is motivated by the teacher union in the district.

2. JUDGEMENT: ability to reach logical conclusions and make high quality decisions based upon available information; skill in identifying educational needs and setting priorities.

   Determine the impact of proceeding with the grievance vs. settling informally on future mainstreaming issues.

3. DECISIVENESS: ability to recognize a decision is required and to take action.

   Must make a decision to follow through on the greviance.

4. EDUCATIONAL VALUES: expression of a well-seasoned educational belief(s).

   Mainstreaming students with disabilities needs emphasis.

5. SENSITIVITY: ability to perceive and respond to the needs, concerns, and personal problems of others; tact in dealing with persons from different backgrounds, disabilities, sex, age, and perspectives.

   Be sensitive to the individual teacher's concerns.

   Be sensitive to the needs of the special education students.

   Be sensitive to the union's perspective on mainstreaming.

6. WRITTEN COMMUNICATION: ability to express ideas clearly and correctly (without errors) in writing; to write appropriately for different audiences students, parents, teacher, community groups, etc.

7. ORGANIZATIONAL ABILITY: ability to plan, schedule, and control one's work and the work of others; skill in using resources in an optimal fashion; ability to deal with information efficiently.

Follow greviance procedures in the contract.

CATEGORIES

1. PROBLEM ANALYSIS: ability to seek out relevant data and analyze complex information, sorting means from ends, to determine important elements of a problem situation, searching for information.

   Evaluation data needs to be re-examined to ensure the appropriateness of the recommendation.

   Referral, evaluation, and identification steps must be retraced to ensure a clean procedural process.

   Specific parental objections need to be identified.

   Future implications regarding placements must be considered.

2. JUDGMENT: ability to reach logical conclusions and make high quality decisions based upon available information; skill in identifying educational needs and setting priorities.

   Stick with the recommendation or change student to LD resource room.

3. DECISIVENESS: ability to recognize a decision is required and to take action.

   There is a need for action.

4. EDUCATIONAL VALUES: expression of a well-reasoned educational belief(s).

5. SENSITIVITY: ability to perceive and respond to the needs, concerns, and personal problems of others; tact in dealing with persons from different backgrounds, disabilities, sex, age, and perspectives.

   With the involvement of a variety of people in this situation, the principal must display tact in dealing with education professionals, attorneys, and parents.

6. WRITTEN COMMUNICATION: ability to express ideas clearly and correctly (without errors) in writing; to write appropriately for different audiences eg., students, parents, teacher, community groups, etc.

   A clear and precise descriptive presentation of the facts.

7. ORGANIZATIONAL ABILITY: ability to plan, schedule, and control one's work and the work of others; skill in using resources in an optimal fashion; ability to deal with information efficiently.

   Develop an outline of the data used in making the determination of placement in this case.

   Principal should state his/her position.

   The principal must pass this letter, with a recommendation, to the appropriate central office administrator.

INDICES OF PERFORMANCE

CATEGORIES

1. PROBLEM ANALYSIS: ability to seek out relevant data and analyze complex information, sorting means from ends, to determine important elements of a problem situation, searching for information.

   Any "nonteaching" person is considered less valuable.

   Determine how widespread this feeling is.

   Definition of help and need of teachers needs to be determined.

   Determine how the resource program was introduced and document the history of the resource program.

2. JUDGMENT: ability to reach logical conclusions and make high quality decisions based upon available information; skill in identifying educational needs and setting priorities.

   Conduct a needs analysis to air differences and identify a common agenda the two groups can work on.

3. DECISIVENESS: ability to recognize a decision is required and to take action.

   Action needs to be taken.

4. EDUCATIONAL VALUES: expression of a well-reasoned educational belief(s).

5. SENSITIVITY: ability to perceive and respond to the needs, concerns, and personal problems of others; tact in dealing with persons from different backgrounds, disabilities, sex, age, and perspectives.

Principals should recognize the possible split in staff which will lead to a breakdown of staff morale.

6. WRITTEN COMMUNICATION: ability to express ideas clearly and correctly (without errors) in writing; to write appropriately for different audiences eg., students, parents, teacher, community groups, etc.

A clear and concise memo should be sent.

7. ORGANIZATIONAL ABILITY: ability to plan, schedule, and control one's work and the work of others; skill in using resources in an optimal fashion; ability to deal with information efficiently.

CATEGORIES

1. PROBLEM ANALYSIS: ability to seek out relevant data and analyze complex information, sorting means from ends, to determine important elements of a problem situation, searching for information.

   Identify other criteria to be considered in addition to test score.

   Examine the availability of program options for students like this in regular education.

2. JUDGEMENT: ability to reach logical conclusions and make high quality decisions based upon available information; skill in identifying educational needs and setting priorities.

   Principal needs to determine what information is needed to make this decision.

3. DECISIVENESS: ability to recognize a decision is required and to take action.

   A decision needs to be made.

4. EDUCATIONAL VALUES: expression of a well-seasoned educational belief(s).

   A comprehensive assessment is necessary when considering a change in student placement.

5. SENSITIVITY: ability to perceive and respond to the needs, concerns, and personal problems of others; tact in dealing with persons from different backgrounds, disabilities, sex, age, and perspectives.

   Demonstrate sensitivity to the student's self-concept and his ability to succeed in a new placement.

   Demonstrate sensitivity to teacher's concerns about this student.

6. WRITTEN COMMUNICATION: ability to express ideas clearly and correctly (without errors) in writing; to write appropriately for different audiences eg., students, parents, teacher, community groups, etc.

7. ORGANIZATIONAL ABILITY: ability to plan, schedule, and control one's work and the work of others; skill in using resources in an optimal fashion; ability to deal with information efficiently.

Identify the implications for placement.

Determine the implications with the teacher and the psychologist.

Call a case conference.

1. PROBLEM ANALYSIS: ability to seek out relevant data and analyze complex information, sorting means from ends, to determine important elements of a problem situation, searching for information.

   Find out what led to the passive restraint.

   Investigate the appropriateness of the "holds" used on the student.

2. JUDGMENT: ability to reach logical conclusions and make high quality decisions based upon available information; skill in identifying educational needs and setting priorities.

   Determine the appropriateness of the restraint.

3. DECISIVENESS: ability to recognize a decision is required and to take action.

   Action must be taken quickly but cautiously to avoid jumping to conclusions.

4. EDUCATIONAL VALUES: expression of a well-seasoned educational belief(s).

   Passive restraint is a recognized behavioral intervention when used as a last measure.

5. SENSITIVITY: ability to perceive and respond to the needs, concerns, and personal problems of others; tact in dealing with persons from different backgrounds, disabilities, sex, age, and perspectives.

   The feelings and ideas of the aide must be considered and dealt with tactfully.

   Assist the aide in becoming sensitive to the range of teacher options.

6. WRITTEN COMMUNICATION: ability to express ideas clearly and correctly (without errors) in writing; to write appropriately for different audiences eg., students, parents, teacher, community groups, etc.

7. ORGANIZATIONAL ABILITY: ability to plan, schedule, and control one's work and the work of others; skill in using resources in an optimal fashion; ability to deal with information efficiently.

   Get the facts.

   Check the frequency of occurences.

   Provide educational training workshops.

   Communicate the appropriateness of passive restraint and under what conditions it is used.

INDICES OF PERFORMANCE
CATEGORIES

1. PROBLEM ANALYSIS: ability to seek out relevant data and analyze complex information, sorting means from ends, to determine important elements of a problem situation, searching for information.

   Recognize shared responsibilities: (a.) across buildings; (b.) between principals and the director of special education.

   Note the absence of criteria to evaluate shared supportive services.

   Determine if there is a district policy on evaluations by administrators.

2. JUDGMENT: ability to reach logical conclusions and make high quality decisions based upon available information; skill in identifying educational needs and setting priorities.

   The principal should recognize a need to be involved in the evaluation.

3. DECISIVENESS: ability to recognize a decision is required and to take action.

   Decide to become involved.

4. EDUCATIONAL VALUES: expression of a well-seasoned educational belief(s).

   Principals should be responsible for all faculty and staff in their buildings.

5. SENSITIVITY: ability to perceive and respond to the needs, concerns, and personal problems of others; tact in dealing with persons from different backgrounds, disabilities, sex, age, and perspectives.

   Show sensitivity to the individual being evaluated and the special circumstances of their itinerant roles.

   Show sensitivity to the specific discipline.

6. WRITTEN COMMUNICATION: ability to express ideas clearly and correctly (without errors) in writing; to write appropriately for different audiences eg., students, parents, teachers, community groups, etc.

7. ORGANIZATIONAL ABILITY: ability to plan, schedule, and control one's work and the work of others; skill in using resources in an optimal fashion; ability to deal with information efficiently.

   The principal generates a list of procedural steps.

   The principal should request an inservice workshop.

   Call a conference with the director and therapist.

LEARNER OUTCOMES

1. Participants will identify their current paradigms and contrast them to alternative paradigms in education in general and special education specifically.

2. Participants will identify those aspects of their instructional leadership roles that relate to special education.

3. Participants will be better able to recognize those issues affecting the education of students with disabilities.

4. Participants will develop more ownership for the management of special education in their buildings.

5. Participants will demonstrate more resourcefulness in their capacity to manage and lead programs for all students.

SOME SUMMARY THOUGHTS ABOUT PARADIGMS
FROM
JOEL BARKER'S
DISCOVERING THE FUTURE: THE BUSINESS OF PARADIGMS

"A paradigm is a set of rules and regulations that defines boundaries which aids in problem-solving."

__Six Key Points:__

1. Paradigms influence our decision-making by influencing our perceptions.

2. Paradigms are useful. They help us solve problems by making it easier to focus on information relevant to our needs.

3. Sometimes __your__ paradigms can become __the__ paradigm. We need to guard against "paradigm paralysis... a terminal disease of certainty."

4. People who create new paradigms tend to be outsiders who have no investment in the old paradigm. "You must learn to look beyond the center to the fringes of an organization if you want to see where the new rules are developing."

5. Practitioners of the old paradigm who want to join the new paradigm in its early stages must be very courageous. Often they must do so in defiance of the evidence produced by prior problem-solving...knowing that if the new paradigm fails, they will lose credibility. "A decision of that kind can be made only on faith."

6. You can choose to change your paradigm.

A Paradigm Shift

Schools Turned Upside Down[1]

by
Leonard C. Burrello
and
Thomas B. Gregory

Indiana University

Factor	Was/Is	Must Become
1. **Identity**	Schools are defined by their formal structures--rules, roles, functions, and "rational bonds".	Shared purposes, values, and histories define a school.
	Formal structures serves to regulate individual behavior.	Purpose integrates constituent groups into a harmonious focussed community.
2. **People**	Hierarchial structure is used to control people.	Human resources are the primary structuring lifelong learning goals.
	Specialization of personnel leads to separate programs.	Staff involvement in the total enterprise results in concern for one another.
	Rewards are based on status.	Rewards are based on contribution to the organization.

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[1] This comparison, in large part, is a compilation of the ideas presented in five sources: Tom Peters' Thriving on Chaos, David Kearns' and Dennis Doyle's Winning the Brain Race, Rosebeth Moss Kantor's The New Managerial Work, John Goodlad's A Place Called School, and Thomas B. Gregory's and Gerald R. Smith's High Schools as Communities: The Small School Reconsidered.

Factor	Was/Is	Must Become
3. **Structure**	Communication is top-down and hierarchical, emphasizing "chain of command."	Functional barriers are removed, and communication emphasizes a community of peers, in a common purpose.
	Power and relationships are influenced by one's position in the hierarchy.	Collegial self-governance is fostered by administration that develops and facilitates self managed teams.
	The school is functionally driven by state and federal compliance mandates.	The program is student outcome-driven, emphasizing program flexibility to student needs.
	Relationships are vertical chains of command.	Relationships are horizontal peer networks.
4. **Leadership and Control**	Leadership is top-down; individuals are obscured by the process.	Leaders develop shared values and beliefs, leading to culturally tight and managerially loose organizations.
	Planning is centralized; time allocations control behavior. Special interest groups and stakeholder groups operate as political entities seeking to serve individual group interests.	In schools too large for one team, the principal builds autonomous teams of teachers, each led by a teacher leader. Working with these teacher leaders, the principal crafts a culture of inclusiveness and ownership among teachers and students.
	Control is hierarchical.	

Factor	Was/Is	Must Become
	The size of units means that fears of losing control limit program flexibility.	Control of self--of both teachers and students--is expected.
	Students' time is managed tightly; teachers play a major custodial function with students and, as a result, their time is structured as tightly as their students.	Units are small enough to permit students to be trusted and, consequently, teachers are freed to teach in many ways other than typical group instruction.
		People are held personally accountable to others and have clear responsibilities to the learning community.
5. **Innovation**	Motivation to innovate is external, driven by state and federal mandates and reform initiatives.	Innovation is a response to student needs. Local flexibility encourages risk-taking and entrepreneurship.
	Change is reactive in nature; emphasis is short-term "fixes."	Change is developmental for the school and sustained by shared concerns and consensual vision of all the stakeholders.
	Change efforts are most often technical in nature, seldom affecting the basic structure of the organization.	Change can be technical in nature, but it can also be cultural, affecting not only the surface structure of the organization, but also its deep structure.

Factor	Was/Is	Must Become
6. **Organizing for Instruction**	A mass training model using four-tracks--college prep, vocational, special education, and general education--addresses minimum requirements within traditional age-based grade levels.	Organizational units are empowered to act autonomously. The focus is on learning.
	Curriculum is promulgated at upper levels of the organization and driven by state competencies that promote standardized texts, rote learning of "basics," and large group instruction.	Curriculum is flexible, developed or adapted within the learning community. That flexibility promotes exploration of alternative methods to enhance student achievement and more individual solutions.
	Teachers practice their craft in isolation and holding sole responsibility for preparation and student progress. Problem students are referred outside the main program to specialists and dropouts among the disenfranchised is high.	Because the learning community accepts shared responsible for its students, those failing are a team's concern with each program unit.
7. **Technology**	Information processing is centralized, inflexible, and its constraints determine what kinds of information are valued.	Integrated information resources provide wide access to outside information, breaking the physical and psychological boundaries of the classroom and of the school.

Factor	Was/Is	Must Become
	Access is limited to a few specialists. Group or lab teaching by computer specialists dominates student use. Information processing for state and federal reporting and grade and assessment reporting are centralized. Procedures are long-lived despite rapidly changing technical capabilities.	Computers are flexible accessible tools integrated--both hardware and software--into the total educational program. Integrated, software and hardware environments enhance communication throughout the organization as well as facilitating individualized and self-paced instruction for all learners.
8. **Financial Management and Control**	Budgeting is a centralized function and allocation decisions are made in a climate of conflict and competition between administration, teachers union, and constituencies concerned about tax rates. Budget determinations are a source of control.	Budgeting is a cooperative function and allocation is planned from the bottom up. Building level decisions integrate allocation needs and the revenue constituencies in a joint learning community effort. The budgeting process provides both empowerment and incentive for team and program improvement.

Factor	Was/Is	Must Become
9. **Marketing the Schools**	Central determination of student school assignments places a strong onus on the schools to maintain rigid program uniformity with the private sector being the primary source for alternative programs.	The school is a service provider offering a range of different programs to meet different student needs; students and parents, consumers, select the service provider from schools articulating clear purposes for their respective programs with the realization that program participation represents a mutual commitment between the consumer and the school.
10. **Standards of Accountability**	Nominal accountability requires meeting state standards while political accountability judges teachers by the achievement of their students and the schools by graduation rates, attendance rates, and SAT scores as compared with surrounding districts.	Accountability is measured against standards established locally and reflective of the learning community and its constituencies' values and goals. Student accountability is individually defined and measured in a learning community where responsibility and accountability is measured at an individual level for teachers, administrators, board members, and consumers.

PARADIGM ANALYSIS
OF SPECIAL EDUCATION

WAS/IS	MUST BECOME
Factor: **Learning**	
IEP's are developed by Special Education to determine student placement and instructional programs.	All students can learn regardless of the degree of the disability.
a. tend to be compliance oriented	Arrange settings for student learning upon agreed outcomes, learner styles and rates of achievement.
b.	All faculty and staff are responsible for arranging the conditions to support student learning.
c.	
Factor: **Structure: Organizing for Instruction**	
Special Education students are placed in pullout programs which suggest more intensive services	All students are educated or integrated into regular age-appropriate environments
a. they promote separation and elitism	Self-managed teams of teachers redesign instruction and allocated resources to meet the needs of the individual students
b. they create disjunctures in curriculum, method and measures as professionals	a. promotes mutual respect and a committment to help one another grow
Structure of the school-day reduces special education/regular education teacher interactions to pre and post school meetings.	No special education student shall be placed in a regular age-appropriate environment without proper support.

Factor: **Instructional Strategies**	
Mainstreaming is a special education initiative which creates resistance	All students are the responsibility of the staff they are assigned to.
a.	Cooperative learning strategies promote self-esteem and higher levels of student achievement
b.	a. peer instruction influences learning as well as direct instruction by teacher
c.	
Competition and academic achievement drive instruction and behavior of teacher at the expense of personal, social, and vocational outcomes.	Team teaching emphasizes shared expertise.
Factor: **Expertise**	
Only special educators have the expertise to provide specially designed instruction.	Acknowledging and promoting the sharing of total staff expertise.
Factor: **School/Community Relations**	
Parent rights guaranteed by law.	
Professional expertise is used to insure acceptance of staff recommendations.	
Factor: **Leadership**	
Principals are meeting compliance standards.	Principals are developing their own vision of what is an appropriate educational program. Principals develop teams of staff to create joint ownership of all kids. Central office supports the leadership role of principals and serves as a consultant.

Integrated Program and Service Options

Following are options for providing general education building based programs and service for special education students.

1. Special Education Categorical Classroom (e.g. a typical special education classroom in a general education setting.)

2. Cross Categorical (e.g. combining various disability categories.)

3. Collaborative model (e.g. placing special education teacher and students in a general education classroom for collaborative/team teaching with the general education teacher.)

4. Cross Categorical/Collaborative Model (e.g. using Cross Categorical option in a general education classroom in collaboration with the general education teacher.)

5. Inclusive model (e.g. special education students are placed with age appropriate peers in general education classrooms with special education support.)

Perspective Shift in Special Education

FROM AN EMPHASIS ON	TO AN EMPHASIS ON
Policy	
• viewing special education exclusively	• viewing speical education inclusively (R&B)
• segregation	• integration (W)
• instructionalization	• deinstitutionalization (P&B)
• specific language (labels)	• functional language (P&B)
Administration/Leadership	
• centralization	• decentralization (R&B)
• teacher responsibilities	• teacher rights (C)
• identifying incompetence	• developing competence (Y)
• bureaucratic	• child centered (Y)
• applying pressure	• applying resources (Y)
• surrendering responsibility	• participation (Y)
Identification/Assessment/Placement	
• medical model (deviance)	• educational needs model (B&C)
• standardized assessment tools	• individualized tools (B&C)
• reactive assessment and remediation	• proactive assessment and intervention (Y)
Clientele	
• dependent	• independent (W)
• unilingual (English)	• multilingual (B&C)
• dominant culture	• multilingual (B&C)
• predictable & limited needs	• diverse & expanding needs (C)
• school aged	• lifespan (M&M)
• homogeneity	• diversity of constituents (Y)

Table 4

Perspective Shift in Special Education

FROM AN EMPHASIS ON	TO AN EMPHASIS ON
Curriculum and Instruction	
central design control	local design flexibility (R&B)
teacher directed	child centered (W)
conformity of learning style	diversity of learning style (W)
education only for those who who could make it	education for all (zero reject) (W)
one curriculum for all	individualized curriculum (W)
monitoring process	monitoring outcomes
academic learning	habits & attitudes that make learning possible (Y)
access to facility	access to quality of program (W)
Support Services	
supports provided federally	supports provided locally (R&B)
minimal technology	maximum use of technology (P&B)
narrow range required	expanded range

Code: B&C (Baca & Cervantes); C (Cosden); M&M (Marozas & May); P&B (Putnam & Bruininks); R&B (Reynolds & Birch); W (Weintraub); Y (Ysseldyke)

Lipp, Margaret, An Emerging Perspective on Special Education: A Development Agenda for the 1990's The Special Education Leadership REVIEW, Spring 1992, pp. 28-29.

CASE

COUNCIL OF ADMINISTRATORS
OF SPECIAL EDUCATION,
INCORPORATED

A DIVISION OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

THE PRINCIPAL'S BLUE BOOK ON SPECIAL EDUCATION

PART I: Administrators & the Law Governing Disabled Students

INDIANA UNIVERSITY

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Department of Special Education
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REGULAR EDUCATION INITIATIVE

Administrators

and the Law

Governing

Students with Disabilities

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ADMINISTRATORS AND THE LAW GOVERNING STUDENTS WITH DISABILITIES[1]

Building administrators are expected to assume a range of roles including instructional leader, business manager, disciplinarian, and school/community liaison. An increasingly significant responsibility of principals pertains to the provision of appropriate educational programs for students with disabilities. In performing all of these roles, principals are expected to be knowledgeable of the escalating number of legal mandates governing their daily activities and to act in compliance with the law. Building administrators cannot plead "ignorance of the law" as a defense for violating clearly established legal requirements.[2]

This reference paper addresses legal principles that should guide public school administrators in their relations with students. The initial section provides an overview of students' rights and administrators' responsibilities in general. The second section focuses on federal and state statutory mandates that afford additional protections to students with disabilities.

Despite the increasing number of federal and state legal requirements, school administrators retain considerable discretion in making decisions regarding the daily operations of their schools. Administrators are expected to exercise reasonable judgment, drawing on their educational training and knowledge of the law. Throughout this paper, general guidelines are highlighted to assist administrators in reducing their legal vulnerability as they make instructional and disciplinary decisions regarding pupils.

SECTION I

An Overview of Student's Rights

This section addresses students' rights and corresponding responsibilities of administrators in connection with due process, equal protection, and first amendment guarantees. The last part of this section deals with the potential liability of school administrators for violating legal mandates.

Due Process of Law

The fourteenth amendment to the Federal Constitution in part prohibits state action that deprives a person of life, liberty, or property without due process of law. The fifth amendment contains a similar due process clause directed toward actions of the federal government. These due process clauses form a basic tenet of the United States system of justice and, in essence, guarantee fundamental fairness when governmental action threatens to deprive individual rights. In the public school setting, constitutional due process entitles students to notice of the charges against them and the opportunity for a fair hearing prior to the deprivation of liberty or property rights. The hearing need not be elaborate in all situations, but it must provide an opportunity for all interested parties to present evidence that might affect the decision.

In a significant 1975 decision, Goss v. Lopez, the Supreme Court held that students have a state-created property right to attend school, so even a short-term suspension from the regular instructional program necessitates minimum procedural safeguards.[3] The Court also emphasized that suspension from school implicates students' constitutionally protected liberty interests because of the potentially damaging effects that the disciplinary process can have on a student's reputation. The Court suggested that any suspension, even for one class period, must be accompanied by procedural due process. For brief suspensions, an informal conversation in which the student is given the opportunity to refute the charges would satisfy constitutional requirements. The nature of the deprivation determines how elaborate the procedures must be, with more serious impairments (e.g., expulsions) necessitating more formal proceedings.

The Supreme Court has distinguished corporal punishment from school suspensions, noting that the denial of school attendance is a more severe penalty. Recognizing that the purpose of corporal punishment might be diluted if elaborate procedures had to be followed before its use, the Court in 1975 rejected a claim that corporal punishment implicated constitutional due process rights.[4] The Court noted that state remedies (e.g., assault and battery suits) are available to contest excessive corporal punishment in public schools.

Building administrators have a responsibility to ensure that the staff members under their supervision are knowledgeable regarding students' due process rights. Principals would be wise to distribute clearly written discipline policies and procedures to staff, students, and parents and to review such documents in faculty meetings on a regular basis. If a teacher suspends a student from class without providing the requisite opportunity for the student to refute the charges, the principal is also culpable.

When a student's due process rights have been violated, courts will order the records to be expunged and the student to be reinstated until proper procedures have been followed. Students, however, cannot obtain monetary damages if only their procedural rights have been impaired; they must prove that they have suffered a substantive injury (e.g., imposition of an unjustified suspension) for an award of damages to be assessed by the courts.[5]

In addition to disciplinary proceedings, the judiciary also has recognized that due process is required in instructional matters. For example, courts have ruled that high school diplomas cannot be conditioned on passage of a test unless students have been given sufficient notice of the requirement and received adequate preparation in the content covered on the test. In 1981 the Fifth Circuit Court of Appeals indicated that students should be advised upon entrance into high school if passage of a competency test will be required prior to graduation.[6]

Many state and federal laws prescribe more elaborate procedural safeguards than constitutionally required in connection with student discipline and instructional matters. For example, state laws or school board policies can place restrictions on the use of corporal punishment as a disciplinary technique or require specific procedures to accompany its use. Also, as will be discussed in Section II, students with disabilities have statutory rights to detailed procedural protections in academic placement decisions as well as in disciplinary matters. While courts are reluctant to overturn decisions of school authorities, they will intervene if prescribed procedures have not been followed. School authorities are never faulted for providing too much due process, so they would be wise to ensure that at least minimum procedural safeguards accompany any nonroutine change in a student's status, whether for disciplinary or academic reasons.

Equal Protection of the Laws

In part the fourteenth amendment guarantees equal protection of the laws to all individuals. Since the mid-1950's the equal protection clause has generated some of the most significant school litigation, beginning with the 1954 landmark desegregation decision, Brown v. Board of Education of Topeka.[7] In Brown, the Supreme Court declared that separate schools for black and white children are inherently unequal; thus, schools segregated by law or other official state action abridge the equal protection clause.

The *Brown* decision has spawned over three decades of litigation in which a range of public school practices have been challenged as discriminatory on the basis of race, alienage, gender, disabilities, age, wealth, and other inherent or acquired traits. Public schools must present a *compelling* justification for differential treatment of individuals based on inherent characteristics considered "suspect", such as race or national origin. This is a very difficult standard to satisfy. Gender classifications, while not considered constitutionally "suspect", can only be justified if substantially related to the achievement of important governmental objectives. Some gender classifications in public schools have been upheld (e.g., sex-segregated contact sports), but other differential treatment based on sex has been struck down, such as limiting enrollment in specific classes (e.g., home economics, industrial arts) to one gender. For most other classifications, such as those based on age, wealth or disabilities, public schools can satisfy the equal protection clause by demonstrating that the classification employed has a rational relationship to legitimate governmental objectives.[8]

The equal protection clause has become increasingly popular as a tool to attack various types of *differential treatment* of students in public schools (e.g., viewpoint discrimination in student publications) as well as facially neutral practices (e.g., special education placements, competency testing programs, ability grouping schemes, and disciplinary measures) that have a *disparate impact* on specific categories of students such as minorities. School authorities must be able to establish a nondiscriminatory rationale for a practice that has a disparate impact on identified groups of students. For example, some ability grouping plans that result in a disproportionate number of minority students being placed in lower instructional tracks have been upheld if evidence substantiates that the plans are designed to improve educational opportunities rather than to segregate minority students.[9]

While students cannot be intentionally disadvantaged because of their inherent traits, this does not mean that the identical treatment of all students is required. Indeed, students can be treated differently to meet their unique needs, and in some instances differential treatment is required to assure equal educational opportunities. For example, students with limited English proficiency are entitled to special assistance (e.g., bilingual education or remedial English classes) to overcome their language deficiencies.[10] As will be discussed in Section II, a considerable amount of litigation has focused on special treatment necessary to provide equal educational opportunities for children with disabilities.

First Amendment Protections

The first amendment in part prohibits governmental action respecting an establishment of religion or prohibiting the free exercise thereof, or abridging the freedom of speech, press, or assembly. No individual rights are as preciously guarded as are first amendment freedoms. Courts have recognized, however, that students' first amendment rights are not coextensive with those of adults and that first amendment guarantees must be applied in light of the special circumstances of the public school.[11]

Accordingly, the Supreme Court has ruled that students can be disciplined for vulgar and lewd speech that appears to represent the school.[12] School authorities can also censor school publications, theatrical productions, and other school-sponsored activities to advance pedagogical objectives.[13] While politically motivated censorship by school officials would offend the first amendment, restrictions can be imposed on course content and instructional materials to ensure their educational suitability.[14] School authorities have considerable discretion in governing the content of school-sponsored activities as long as they do not discriminate against particular viewpoints.

The religion clauses of the first amendment have also generated a substantial body of litigation. These clauses prohibit governmental action respecting an establishment of religion (establishment clause) or interfering with the free exercise of religious beliefs (free exercise clause).

The establishment clause is clearly abridged if school authorities sanction activities designed to influence students' religious beliefs, such as daily prayer, Bible reading, or other devotional activities in public schools.[15] While the academic study about religion is permissible, and indeed desirable, public educators cannot cross the line to religious indoctrination. However, student-initiated religious meetings can be held in public high schools during noninstructional time if the school has created a limited forum for noninstructional student groups to meet.[16]

Among the most volatile first amendment claims are allegations that public schools are promoting an antitheistic creed -- secular humanism -- in violation of the establishment clause. Conservative parent groups increasingly are challenging various instructional materials and course content (e.g., sex education, evolution, values clarification) as promoting secular humanism by placing human reason above divine guidance. Some courts have suggested that secular humanism, if narrowly defined as an antitheistic creed, may be considered a "religion" for first amendment purposes, and thus, its advancement in public schools would be prohibited by the establishment clause. But the judiciary has not found that challenged courses and materials advance this creed.[17] Given the increasing number of challenges to the public school curriculum, school authorities would be wise to have written procedures in place for handling curriculum complaints and explicit criteria to judge the educational merits of instructional materials and offerings that are challenged.

In addition to dealing with religious attacks on the curriculum, building administrators are often called on to make sensitive decisions in connection with requests for religious accommodations for specific students. The free exercise clause entitles students to reasonable governmental accommodations to enable them to practice their religious beliefs. For example, students have been excused for religious reasons from participating in sex education classes, coeducational physical education classes, the pledge of allegiance to the American flag, and officers' training programs.[18] Students have even been excused on religious grounds from particular assignments, such as reading a specific novel, if other assignments can be substituted to achieve the instructional objectives.[19]

Courts have drawn the line, however, where the requested exemption would interfere with the management of the school or advance religion in violation of the establishment clause. For example, the Sixth Circuit Court of Appeals rejected a request for fundamentalist students to be excused from exposure to the reading series used in grades one through eight in a Tennessee school district.[20]

Administrator Liability

Historically, when the legality of school practices was successfully challenged, school administrators would simply be told to eliminate the unlawful practice. Thus, there was little incentive to stop unlawful acts until judicially required to do so. During the past two decades, however, courts have increasingly assessed damages against school officials for deprivations of federally protected rights. Damages can be assessed to compensate the victim for the injury suffered (e.g., impairment of first amendment rights). In some instances, punitive damages have also been assessed against school authorities where the deprivation was intentional. If public school officials can establish that they acted in "good faith" with proper motives, they may be shielded from damages even though their actions violated federally protected rights. However, as noted previously, "ignorance of clearly established law" cannot be used as a defense.[21] Administrators are not expected to anticipate how the law will be interpreted in the future, but they are expected to be knowledgeable regarding well established legal mandates.

Federal violations are not the only source of liability; school authorities can be held liable under state law for negligent acts or conduct that falls below an acceptable standard of care. A considerable body of school law entails civil suits for damages to compensate individuals for injuries incurred due to the negligent acts of teachers, administrators, and school boards. Principals and other educational personnel are expected to exercise an appropriate standard of care in light of the duty they owe students to protect them from harm. If this duty is breached, damages may be assessed against the administrators for resulting injuries.

In addition to a duty to protect students from physical harm, school authorities also have a duty to ensure that appropriate instruction is provided. In several cases, students have alleged that the public school has breached its duty to provide adequate instruction. No successful instructional negligence (educational malpractice) case against a public school district has been reported to date; courts have been reluctant to intervene in matters of educational policy involving pedagogical decisions.[22] There is some sentiment, however, that prospects for a successful educational malpractice suit may be more promising than they were a decade ago.[23] As state legislatures and school boards become more explicit in specifying students' instructional rights (e.g., competency standards that must be met before promotion; procedures for diagnosing students' needs and placing them in instructional programs), the grounds for establishing instructional negligence may be strengthened. While it is unlikely that public schools will be held accountable for a specific level of student achievement, they may be held legally responsible for appropriate diagnosis, instruction, and assessment.

Most states have laws that impose liability on educators for failure to report suspected child abuse. Indiana's law is typical in stipulating that any person who has reason to believe that a child is a victim of child abuse or neglect and fails to make a report is guilty of a Class B misdemeanor with penalties of up to 180 days imprisonment and $1,000 in fines (Ind. Code 31 6-11-1 et seq.). Seldom have administrators been held liable for failure to report suspected abuse by a parent, but there is a growing body of litigation in which school personnel have been convicted of a misdemeanor and fined for failure to report suspected abuse by another school employee.[24] Most laws waive the privilege of confidentiality between professionals (e.g., school counselors or psychologists) and their clients in situations involving child abuse; immunity is also conferred on individuals who report suspected abuse in good faith.

Cases of child abuse involving school personnel, while not common, receive a disproportionate amount of publicity. Thus, building administrators should ensure that their staff members are knowledgeable regarding the identification of child abuse and that they take precautions to avoid situations that might elicit child abuse charges.

Section II

Rights of Children with Disabilities

Since children with disabilities represent a vulnerable minority group, the treatment of these children has aroused a great deal of judicial and legislative concern. During the 1980s over 40% of the litigation dealing with students' rights focused on handicapped students. Children with disabilities are guaranteed substantive and procedural rights under two federal laws, Section 504 of the Rehabilitation Act of 1973 (29 U.S.C § 794) and The Education for All Handicapped Children Act of 1975 (20 U.S.C. § 1401) which became the Individuals with Disabilities Education Act (IDEA) in 1990.* Section 504 is a civil rights law and bars discrimination against otherwise handicapped individuals in employment and education. The IDEA is a federal funding law that supplies a portion of excess costs associated with providing appropriate educational services for handicapped children. To receive such federal aid, state and local education agencies must comply with detailed procedural guidelines and assure that each child with disabilities is provided an individualized education program (IEP) that is cooperatively designed by parents and regular and special educators.[25] All states have laws similar to the IDEA, and some state mandates provide additional protections for children with disabilities.

This section focuses on several topics that should be of particular concern to building administrators: identification of children with disabilities; procedural safeguards afforded such children; the rights of children with disabilities to appropriate educational programs; and the application of school policies to these students in connection with disciplinary practices, testing programs and graduation requirements, interscholastic sports, and students' records.

Identification of Children with Disabilities

The federal protections afforded to children with disabilities are based on the "zero reject" premise that all such children should be identified, evaluated, and instructed appropriately. States must institute a comprehensive program to identify all children who are mentally retarded, learning disabled, physically handicapped, or otherwise health-impaired, who require special education and related services. Building administrators are expected to play a leadership role in identifying students with disabilities who would benefit from special education and ensuring that they receive appropriate diagnostic services.

The entitlement of disabled preschool children to special education services depends on state law. While the IDEA mandates that services must be available for all handicapped children between the ages of three and twenty-one, school districts are not obligated to provide preschool programs for these students unless programs are provided for nonhandicapped children at this level. A New York appeals court, however, ruled that the Family Court could order special education services to be provided for children with disabilities even though children under the age of five are not covered by the state education law.[26]

Children who are merely slow learners, but not classified as handicapped under the IDEA, would not be entitled to an IEP and other statutory protections afforded to students with disabilities. A Pennsylvania federal district court recently rejected parents' claim for damages because their child, who was a slow learner, was not provided individualized education.[27]

*This law is referred to as the IDEA throughout this section, even though most of the cases were rendered when it was still called the Education for All Handicapped Children Act.

In 1989 the Supreme Court declined to review a significant decision in which the First Circuit Court of Appeals interpreted the federal law as requiring school districts to provide educational services for every handicapped child regardless of the severity of the child's disabilities.[28] The lower court had concluded that children incapable of benefiting from instruction were not entitled to IEPs, but the appellate court disagreed, declaring that a determination of "ability to benefit" was not a prerequisite to the provision of educational services. This decision has sparked lively debate regarding what constitutes "education" and whether public schools currently are being required to support some services that are beyond their competence and fiscal capacity.

Considerable controversy has surrounded the status of children with Acquired Immune Deficiency Syndrome (AIDS) under federal laws protecting the handicapped. Several courts have concluded that AIDS victims are handicapped within the meaning of Section 504 of the Rehabilitation Act and thus such individuals cannot be discriminated against solely because of their disability.[29] It is clearly unlawful for school boards to enact policies prohibiting all students with AIDS from attending school or segregating them from other students. Courts have ordered school officials to readmit AIDS victims who had been excluded from a regular, integrated classroom setting. In 1988, an Illinois federal district court noted that "if AIDS-infected children are segregated, they will suffer the same feelings of inferiority" that the Supreme Court sought to eradicate when it delivered the landmark Brown desegregation decision in 1954.[30]

In a widely publicized case, the Eleventh Circuit Court of Appeals reversed a lower court's decision that a separate cubicle must be constructed to segregate an AIDS victim from other children in a special education class. The court held that the trial court's finding of a remote possibility of transmission of AIDS from the child's tears, saliva, and urine did not justify segregating the child; based on evidence of the child's minimal risk of infecting classmates, the court ordered him admitted to school.[31]

School authorities, however, may be able to justify the exclusion of specific AIDS victims from attending regular classes if medical evidence indicates that the children pose a health threat to others. Each case must be reviewed individually, and school authorities carry a heavy burden in proving that an excluded student poses an actual health threat. A California school district was enjoined from excluding a child with AIDS from a kindergarten class after the child had bitten a classmate. Although the Centers for Disease Control have recommended that a more restricted environment might be appropriate for AIDS-infected children who bite, the federal district court concluded that the overwhelming weight of medical evidence indicates that AIDS is not transmitted by human bites. Therefore, the court held that the child posed little risk of harm to others.[32]

While general consensus exists that Section 504 protects children with AIDS from discrimination in school, they are not automatically entitled to IEPs under the IDEA. An Illinois federal district court, for example, ruled that the Act applies to AIDS victims only if their physical condition is such that it adversely affects their educational performance.[33] The court reiterated that the IDEA applies only to children with disabilities who require special education services. Thus, if children with AIDS are able to perform in the regular classroom, they are not covered by the federal law.

There has been dispute regarding whether individuals suffering from alcohol or drug addictions are considered "handicapped" under Section 504. For employment purposes, such addictions are specifically excluded from Section 504 protections, but the Office of Civil Rights has ruled that students with drug or alcohol addictions are considered physically or mentally impaired.[34] As with AIDS victims, however, students with such addictions would be entitled to IEPs only if their condition necessitates special education.

Procedural Protections

A central feature of the IDEA is the guarantee of extensive procedural safeguards in the identification, evaluation, and placement of children with disabilities. Prior to the evaluation of a child, parents must be given detailed information regarding their procedural rights under the IDEA and any additional protections afforded by state law or administrative regulations. Communication must be in the parents' native language with appropriate adaptations for any handicapping conditions (e.g., blindness) that the parents may have.

Before an IEP is designed for a child, a full evaluation must be conducted. Written parental consent is required to conduct this evaluation and to place the child in special education. Under the IDEA, no single criterion can be used to determine the placement of a child with disabilities, and nonbiased assessment procedures that account for the child's cultural and language background must be used. If parents disagree with the assessment of their child's needs, they have the right to secure an independent evaluation at public expense.[35]

As noted previously, the IEP for each child with disabilities must be designed by a team, which includes regular and special educators, the child's parents or guardians, and the child if appropriate. In situations where the parents and school personnel cannot agree on the IEP for a specific child with disabilities, an impartial due process hearing must be provided. To ensure impartiality, the IDEA stipulates that hearing officers cannot be employees of the school district where the child is enrolled or university personnel involved in the formulation of state policies concerning special education. An unappealed decision of a hearing officer is considered final.

Any substantive changes in the placement of a student with disabilities must be accompanied by procedural safeguards, and the parents must be notified and involved in the planning committee's deliberations. Written parental permission is required prior to any significant changes in the child's placement. Under the "stay put" or "status quo" provision of the IDEA, a child with disabilities is entitled to remain in the current educational placement pending the outcome of review proceedings.[36] Thus, school authorities cannot unilaterally change a child's placement without parental consent.

Parents must exhaust administrative remedies specified in the IDEA before initiating judicial proceedings.[37] However, such administrative remedies need not be exhausted if a violation of procedural requirements is being contested. For example, parents of a child with disabilities, who was suspended from school and not offered a hearing for 29 days, were not required to exhaust administrative remedies before seeking judicial relief.[38]

Right to Appropriate Programs

The procedural requirements in the IDEA are fairly clear, but controversy remains over the *substance* of IEPs. Administrators have often found themselves involved in controversies over what constitutes the free appropriate public education that must be provided to all children with disabilities under the Act. Until 1982, substantial disagreement existed over whether these children were entitled to an optimum program to maximize their learning potential or whether the provision of a minimally adequate program would satisfy the federal law.

In a significant 1982 decision, Board of Education of the Hendrick Hudson Central School District v. Rowley, the Supreme Court rejected the lower courts' conclusion that an appropriate program is one that maximizes the potential of handicapped children "commensurate with the opportunity provided to other children."[39] The Court reasoned that the federal law was designed to provide a "basic floor of opportunity" to children with disabilities in terms of "access to specialized instruction and related services which are individually designed to provide educational benefit to the handicapped child."[40] The Supreme Court indicated that it is not the judiciary's role to define what is an appropriate program for a specific child; rather the court should ensure that correct procedures have been followed and that the program is "reasonably calculated to enable the child to receive educational benefits."[41]

School authorities can satisfy the IDEA by substantiating that a proposed program is adequate, even though other programs may be more appropriate. In 1988 the Eighth Circuit Court of Appeals noted that if a child with disabilities is progressing satisfactorily in his or her current placement, it is not the role of the court to question whether different methods might work better.[42] It should be noted, however, that state laws may provide more extensive rights to such children than provided by the IDEA.[43] For example, Michigan law stipulates that children with disabilities are entitled to an educational program that maximizes their potential. Interpreting this mandate in 1986, a Michigan appeals court noted that if two programs are considered suitable to enable a handicapped child to reach his or her potential, it would seem reasonable to select the less expensive program.[44]

Least Restrictive Environment. Within the continuum of placements available for children with disabilities, the child must be educated in the least restrictive environment (LRE). This means that the placement must allow for maximum integration with nonhandicapped children, while still meeting the special needs of children with disabilities. For example, the Ninth Circuit Court of Appeals did not condone homebound instruction where evidence indicated that the disabled child could be appropriately educated with other children.[45] Several courts have rejected parental requests for placement of their children in segregated facilities, concluding that placements designed to facilitate the children's transition from special to regular classes were less restrictive.[46]

Other courts, however, have upheld segregated placements for specific children with severe disabilities, concluding that such placements are appropriate, given the children's special needs. The Ninth Circuit Court of Appeals noted that mainstreaming "must be balanced with the primary objective of providing handicapped children with an 'appropriate' education."[47] The Eight Circuit Court of Appeals similarly ruled that the minimal benefit a severely mentally retarded child would receive from placement in a regular elementary school rather than a state school for handicapped children would not justify the high cost of providing a special teacher for the child in the regular school. The court emphasized that the cost of the placement and the benefit to the child were legitimate considerations in determining the least restrictive appropriate environment.[48] From litigation to date regarding what constitutes the least restrictive environment, it appears that planning committees can consider the quality of the alternative programs as well as the cost of providing services in a nonsegregated setting.

Private Placements. Children with disabilities are entitled to be placed in private facilities if appropriate public placements are not available. In some instances, school districts have been held responsible for residential costs of private placements even in other states.[49] Residential placements are required, however, only when appropriate services cannot be delivered through a day program.

Several cases have focused on whether the school district is obligated to pay for noneducational costs associated with residential placements. Where medical, social and emotional problems that require residential treatment are intertwined with educational problems, the school districts often have been held responsible for the costs of residential placements.[50] However, the Ninth Circuit Court of Appeals held that a school district was not responsible for a child's care at a psychiatric hospital because the hospitalization was for medical, rather than educational, reasons.[51]

If parents unilaterally select a private placement, even though an appropriate public program is available, they are not entitled to reimbursement for tuition costs. But in a significant 1985 decision, Burlington School Committee v. Department of Education, the Supreme Court ruled that where parents disagree with the proposed public placement and unilaterally enroll their child with disabilities in a private school prior to exhaustion of review procedures, they can recover tuition costs if it is ultimately decided that the proposed public placement was not appropriate.[52] Since review procedures are often quite lengthy, perhaps up to eight years, the Burlington holding has significant implications for school districts. Previously there was little financial incentive for school authorities to ensure that the proposed public program was appropriate, because it might have been years before appeals were exhausted and a final determination made that the child was entitled to a private placement. During the interim, if the parents had unilaterally enrolled their child in a private facility, the costs would have been the parents' responsibility. This no longer is the case, however, in light of the Burlington ruling. Parents can place their child in a private facility before appeals are exhausted, and if they eventually prevail in contesting the school district's proposed placement, they can recover the back tuition expenses.

In 1988, for example, the Fourth Circuit Court of Appeals ruled that parents who unilaterally placed their learning disabled child in a private institution were entitled to recover costs for the private placement.[53] Evidence substantiated that education officials had failed to provide the child with an appropriate program as required under the federal law because they did not conduct the required multidisciplinary review or involve the child's parents in preparation of the individualized education program. The same court previously upheld reimbursement to parents for a private placement where the school district had sufficient evidence that the proposed behavioral adjustment classroom was not appropriate for a learning disabled child.[54]

It should not be assumed, however, that unilateral placements will always result in reimbursement to parents. Parents assume the risk of an ultimate determination that the proposed public program was appropriate. For example, the Tenth Circuit Court of Appeals held that a school district's proposed program of one-on-one instruction and counseling was appropriate for a child with disabilities, and thus denied the parents' request for tuition reimbursement in a private facility.[55] Also, parents who removed their child to a private placement were not entitled to reimbursement where there was no evidence that the school district was unwilling to make changes in the child's IEP to assure an appropriate education.[56] If parents place their child in a private school that is not approved by the state, tuition reimbursement cannot be obtained.[57]

Year Round Services. A number of cases have focused on disabled students' entitlement to extended year services. Courts have not ruled that the IDEA automatically entitles all disabled children to services during the summer, but they have invalidated policies that preclude school districts from providing extended year programs for children who may need such services.[58] Where substantiated that an individual child might regress substantially from an interruption in his or her program, year-round services must be provided to satisfy the IDEA. In 1990 the Sixth Circuit Court of Appeals held that a school district was not required to pay for a summer program for an autistic teenager because the summer break in his program would not substantially impede his progress. The court noted, however, that a public school must provide summer services if expert testimony indicates that the child would significantly regress otherwise.[59]

Related Services. Under the IDEA, children with disabilities are entitled to related services including transportation and such developmental, corrective, and other supportive services as may be required for the children to benefit from special education.[60] However, only students with disabilities that require special education are entitled to related services. In an illustrative case a New Jersey appellate court concluded that transportation to a private school was not required for an orthopedically handicapped student who did not require special education services.[61] Also, if parents reject the placement proposed by the school and do not pursue appeals procedures, the parents forfeit their entitlement to reimbursement for transportation costs and other related services.[62]

Several issues regarding related services have been controversial, especially the definition of medical services. Under the IDEA, school districts do not have to provide medical services, except for diagnostic and evaluative purposes. In 1984 the Supreme Court distinguished medical services, which are provided by a licensed physician, from health services, which can be provided by a school nurse or other qualified person. The public school would be obligated to provide services only in the latter category. Finding that clean intermittent catheterization can be performed by a nurse, the Court held that a child with disabilities had a right to this service which was necessary for the child to attend school.[63] The Court, however, limited the school's obligation to personnel services, implying that related services requiring specialized equipment would not be required under the federal law.

Several courts have also ruled that psychotherapy is a related service (rather than a medical service) that must be provided by public school districts if necessary for the child to benefit from the educational program. Although a Massachusetts hearing officer denied reimbursement for the costs of psychotherapy and group therapy because the focus of the sessions was not the child's education, the federal district court reversed, concluding that reimbursement would be appropriate as long as such services assist the child in benefiting from special education.[64]

Some recent controversies have focused on whether constant nursing care for a child with disabilities at school is considered a medical or health service under the federal law. The Second Circuit Court of Appeals upheld a New York federal district court's conclusion that a child with disabilities was not entitled to constant nursing care.[65] Similarly, a Pennsylvania federal district court distinguished between intermittent and constant nursing care at school, reasoning that the latter would be considered a medical service.[66] Thus, the line separating required related services from excluded medical services is not simply whether the service must be provided by a licensed physician. The scope of the service and possibly its costs are also considerations.

Discipline of Children with Disabilities

No topic has been more controversial than the expulsion of children with disabilities in public schools. Several courts have concluded that the crucial issue is whether the misbehavior is related to the handicapping condition; an expulsion constitutes a change in placement and thus cannot be imposed for behavior related to a child's disabilities.[67] School authorities carry a heavy burden in proving that the behavior eliciting the expulsion was not related to the handicap; stress and frustration are often associated with physical disabilities and can result in disruptive behavior. While several courts have upheld the school's authority to expel these children for behavior unrelated to their disability, they have noted that educational services cannot be terminated during the expulsion period.[68] Thus, actual expulsion (i.e., completely severing educational services) of students with disabilities has not been condoned by the judiciary. From litigation to date, it appears that the appropriate action would not be expulsion, but removal of the student to a more restrictive environment on the continuum of alternative placements.

In a widely publicized case, Honig v. Doe, the Supreme Court addressed the IDEA's requirement that during the pendency of any proceedings, the child with disabilities shall remain in his or her current educational placement until proceedings have been completed.[69] The Court interpreted this "stay put" provision as precluding the unilateral exclusion from school of children with disabilities, even for dangerous conduct resulting from their handicaps. Other courts have similarly concluded that a lengthy disciplinary suspension (longer than ten days) during pendency of administrative proceedings violates the "stay-put" doctrine.[70] The judiciary has not clarified whether the ten-day suspension that is allowed applies to ten consecutive days or ten days total for a semester or school year.

Even though the Court in Honig strictly construed the "stay put" provision, schools still have options in dealing with disruptive students. Children with disabilities who pose a danger to themselves or others can be temporarily suspended from school. Also, school authorities can try to convince parents to agree to an interim placement that is more restrictive. A final recourse would be for school authorities to invoke the courts to order an interim placement if the student is truly dangerous and the parents do not agree to the school's proposal.

Most legal controversies have focused on the expulsion of children with disabilities, but the application of other disciplinary techniques to such children has evoked some litigation. Courts have upheld the use of temporary isolation ("timeout") as constituting a minimal interference with students' liberty interests and not unduly harsh as a disciplinary technique.[71] While assignment to a time-out room would be considered an in-school suspension, as long as the assignment is temporary it is within school officials' authority and ability to discipline students. Upholding the use of time-out strategies, an Indiana federal district court also ruled that an emotionally disturbed student was not entitled to an exemption from the school's normal disciplinary procedures regarding the administration of corporal punishment, as long as this child received the same punishment as other children engaged in similar conduct.[72] This court further endorsed the disciplinary technique of having the child tape his own mouth shut, noting that this was a symbolic strategy designed to remind the student to remain silent and resulted in minimal physical discomfort.

Testing Programs and Graduation Requirements

Student testing programs have generated a substantial body of litigation. As noted in Section I, the judiciary has upheld the school's authority to impose testing requirements and to make instructional decisions on the basis of such scores. Students with disabilities, however, have statutory rights that must be respected in making placement decisions and administering tests for placement purposes.

For example, the IDEA stipulates that tests or other evaluation strategies must be validated for the purposes for which they are used, must be nondiscriminatory, and must be administered in the student's native language. Also, multiple criteria must be used in placement decisions. Thus, a child cannot be placed in a special education program solely on the basis of a test score.

Several cases have involved claims of racial discrimination in the placement of students in special education classes. The Ninth Circuit Court of Appeals held that the results of intelligence tests cannot be used to place minority students in classes for the educable mentally retarded (EMR).[73] The court concluded that the tests, which had been standardized for white, middle-class students, were biased against black students and contributed to their disproportionate placement in EMR classes. An Illinois federal district court, however, reached an opposite conclusion. The court found little evidence of cultural bias in standardized intelligence tests; thus, use of these tests in conjunction with other criteria for determining pupil placements was upheld.[74]

The participation of children with disabilities in proficiency testing programs has been controversial, especially where receipt of a high school diploma is conditioned on passage of a test. As noted in Section I, courts have upheld the state's authority to implement proficiency testing programs as long as sufficient notice of the test requirement is provided, a match between the instructional program and test is established, and students who started school under segregated conditions are not denied diplomas solely on the basis of a test score.[75]

The application of test requirements to children with disabilities, however, presents particular problems. While the state does not have to alter its standards, including test requirements, for disabled children, these children cannot be denied the opportunity to earn a high school diploma. In short, they cannot be prohibited from participating in the testing program.[76]

In some situations, however, specific categories of children with disabilities are given the option of not participating in a proficiency testing program if there is little likelihood that the children could master the material covered on the test. Those who decline to take the test are usually awarded certificates of school attendance or some other alternative diploma. Courts have not been persuaded that children with disabilities should be awarded regular diplomas based solely on successful completion of their IEPs. In fact, if nonhandicapped students who failed the test were denied diplomas while students with disabilities who had not taken the test were granted diplomas, equal protection rights of the nonhandicapped might be impaired.

While graduation standards do not have to be altered for children with disabilities, such children are entitled to special accommodations in preparation for the tests and in the administration of the proficiency testing programs. The Seventh Circuit Court of Appeals indicated that students with disabilities deserve lengthier notice of proficiency test requirements to ensure an adequate opportunity for the material on the test to be incorporated into their IEPs. The court suggested that children with disabilities should be advised during elementary grades that a test will be used as a prerequisite to receipt of a high school diploma.[77]

Children with disabilities are also entitled to accommodations in test administration to ensure that their knowledge, rather than their handicapping condition, is being assessed. For example, alternative test formats, such as Braille tests for the visually impaired, and alternative settings, such as private rooms or flexible time frames, must be provided.

Participation of Children with Disabilities in Interscholastic Sports

The exclusion of students from interscholastic competition solely because of their disabilities raises delicate issues. Administrators have been faced with situations where they must weigh the health risks to students with disabilities against the benefits that may be gained from interscholastic participation. School officials have considerable latitude in making decisions based on valid health concerns for the disabled child or teammates. Such decisions, however, should be made on an individual basis, considering all pertinent medical evidence.

Partially sighted students in New York were unsuccessful in a federal suit challenging a school board policy that barred students with defective vision from participating in contact sports.[78] However, one of the students brought suit in state court and was granted relief. The New York appellate court enjoined the school district from denying her participation on contact teams, noting the availability of protective eyewear to minimize the risk of injury.[79] Also, a Pennsylvania student with one kidney secured a court order enjoining the school district from barring him from the high school football team. The federal district court reasoned that the student was likely to prevail in establishing that the exclusion from the team based on his disability violated Section 504.[80] From the litigation to date on this subject, it appears that children should not be excluded from extracurricular participation solely on the basis of their disabilities unless there are valid health and safety risks.

Children with disabilities, however, can be subjected to the same criteria applied to nonhandicapped children in qualifying for interscholastic athletic teams. They can be required to satisfy skill, academic, age, and residency requirements. In an illustrative case, an Oklahoma student with disabilities was unsuccessful in challenging a policy that denied interscholastic participation to any student who reached his nineteenth birthday prior to September 1. The court reasoned that the policy was justified because older athletes could pose a danger to the safety of younger and less mature students.[81]

Under special circumstances, however, a child with a disability may be granted an exemption from regulations governing interscholastic sports. In a Texas case, a student was successful in securing a waiver from a requirement that transfer students, whose parents or guardians do not reside in the district, are ineligible for varsity sports for one year after the transfer. The court concluded that the student, who was qualified to participate on the football team, had a "compelling necessity" to live apart from his parents and a "compelling need" to participate in varsity football.[82] Concluding that being on the football team was an integral part of his educational progam, the court enjoined the school district from barring his participation.

Student Records

Students records are particularly sensitive in connection with disabled children because they are subjected to more tests, evaluations, and observations than are nondisabled children. The Family Educational Rights and Privacy Act (FERPA) requires education agencies to provide parents access to their child's educational records and prohibits the dissemination of students' educational records (with certain exceptions) to third parties without parental permission.[83] Upon reaching the age eighteen, students have the same rights to access as their parents. Federal funds can be withdrawn from school districts that fail to comply with certain provisions of FERPA. The IDEA contains similar provisions pertaining to the confidentiality and accessibility of handicapped students' records. If necessary, interpreters must be hired to translate the contents of students' files for parents.

A teacher's daily records which are kept in the sole possession of the faculty member are not considered educational records for purposes of FERPA and the IDEA. Also certain directory information (e.g., name, address, date of birth, degrees, and awards received) can be released without parental consent. In addition, federal and state authorities can have access to student data needed to audit and evaluate federally supported educational programs. Such data, however, must be collected in a manner that prevents the disclosure of personally identifiable information. Records can also be disclosed if subpoenaed by a court.

Records kept by physicians, psychiatrists, psychologists, or other professionals who are treating specific children with disabilities are not considered educational records if such reports are not available to other persons and are not kept in the students' school records. However, psychological evaluations and other assessments conducted by school personnel are considered educational records and are subject to accessibility and confidentiality requirements specified in FERPA and the IDEA. A parent or eligible student who disagrees with the content of any record can request that the material be removed and is entitled to a hearing if school authorities determine that the contested material should be retained. In situations where the hearing officer rules that the records should not be amended, the parent or eligible student has the right to place in the file a statement specifying objections.

Conclusion

Public school administrators are expected to exercise reasonable judgment and to be knowledgeable of the law in carrying out their professional duties. As noted throughout this paper, administrators cannot plead "ignorance" as a valid defense for violating clearly established legal mandates. Several sources are available to assist administrators in staying abreast of legal developments. For example, Education Week highlights significant judicial and legislative activity that has taken place during the preceding week. The National Organization on Legal Problems of Education publishes a monthly newsletter, a monthly summary of recent cases, and monographs on various topics (e.g., legal issues in special education). For those desiring more extensive coverage of litigation and legislation affecting children with disabilities, The Education for the Handicapped Law Report provides on a biweekly basis comprehensive coverage of legal activity affecting such children. Also, the Education Law Provider, published biweekly by West Publishing Company, provides commentary on selected topics as well as the full text of all cases pertaining to education.

While administrators are expected to comply with the law, they should not feel threatened or confined by the escalating number of legal requirements. Building administrators retain a great deal of discretion in making substantive judgments about the instructional program and student discipline. The majority of the legal requirements are procedural and impose few steps that good administrators are not already following. For example, conscientious principals always have provided students with the opportunity to refute charges before imposing disciplinary sanctions. Also, most principals have ensured that students receive adequate notice of instructional requirements before benefits (e.g., promotion or a high school diploma) are withheld for failure to meet the requirements.

Administrators would be wise to document their activities, including the rationale for decisions, as such documentation can be extremely helpful if particular actions are challenged. With evidence that instructional and disciplinary decisions are grounded in legitimate educational considerations, principals should have little fear of judicial intervention. Courts are hesitant to overturn judgments made by building administrators who are acting in good faith and in the best interests of students.

FOOTNOTES

1. This paper builds in part on Martha McCarthy and Nelda Cambron-McCabe, Public School Law: Teachers' and Students' Rights, 3rd ed. (Boston: Allyn and Bacon, 1992), chapters 3, 4, 5, and 6.

2. Wood v. Strickland, 420 U.S. 308 (1975).

3. 419 U.S. 565 (1975).

4. Ingraham v. Wright, 430 U.S. 651 (1977).

5. Carey v. Piphus, 435 U.S. 247 (1978).

6. Debra P. v. Turlington, 644 F.2d 397 (5th Cir. 1981).

7. 347 U.S. 483 (1954).

8. For a discussion of the three equal protection tests, see McCarthy and Cambron-McCabe, Public School Law, pp. 147-150.

9. Bester v. Tuscaloosa City Bd. of Educ., 722 F.2d 1514 (11th Cir. 1984); Bond v. Keck, 616 F. Supp. 565 (E.D. Mo. 1985).

10. Lau v. Nichols, 414 U.S. 563 (1974).

11. Tinker v. Des Moines Independent School Dist., 393 U.S. 503 (1969).

12. Bethel School Dist. No. 403 v. Fraser, 478 U.S. 675 (1986).

13. Hazelwood School Dist. v. Kuhlmeier, 484 U.S. 260 (1988).

14. Board of Educ., Island Trees Union Free School Dist. No. 26 v. Pico, 457 U.S. 853 (1982); Virgil v. School Bd. of Columbia County, Florida, 862 F.2d 1517 (11th Cir. 1989).

15. See Stone v. Graham, 449 U.S. 39 (1980); School Dist. of Abington Township v. Schempp, 374 U.S. 203 (1963).

16. See Board of Educ. of the Westside Community Schools v. Mergens, 110 S.Ct. 2356 (1990), interpreting the Equal Access Act, 20 U.S.C. § 4071 (1988).

17. Smith v. Board of School Comm'nrs of Mobile County, 655 F. Supp. 939 (S.D. Ala. 1987), rev'd, 827 F.2d. 684 (11th Cir. 1987); Grove v. Mead School Dist., 753 F.2d 1528 (9th Cir. 1985), cert. denied, 474 U.S. 826 (1985).

18. West Virginia State Bd. of Educ. v. Barnette, 319 U.S. 624 (1943); Spence v. Bailey, 465 F.2d 797 (6th Cir. 1972); Moody v. Cronin, 484 F. Supp. 2707 (C.D Ill. 1979); Valent v. New Jersey State Bd. of Educ., 274 A.2d 832 (N.J. Super. Ct. 1971).

19. Grove v. Mead School Dist., 753 F.2d 1528 (9th Cir. 1985), cert. denied, 474 U.S. 826

(1985).

20. Mozert v. Hawkins County Public Schools, 827 F.2d 1058 (6th Cir. 1987), *cert. denied*, 484 U.S. 1066 (1988).

21. Wood v. Strickland, 420 U.S. 308 (1975).

22. *See* Torres v. Little Flower Children's Services, 485 N.Y. S.2d. 15 (N.Y. 1984), *cert. denied*, 474 U.S. 864 (1985); Doe v. Board of Educ. of Montgomery County, 453 A.2d 814 (Md. 1982); D.S.W. v. Fairbanks North Star Borough School Dist., 628 P.2d 554 (Alas. 1981); Donohue v. Copiague Union Free Schools, 391 N.E. 2d 1352 (N.Y. 1979); Hoffman v. Board of Educ., 424 N.Y.S.2d 376 (N.Y. 1979).

23. *See* Perry Zirkel, "Educational malpractice: Cracks in the Door?" *Education Law Reporter*, vol. 23 (1985) , pp. 453-460; Julie O'Hara, "The Fate of Educational Malpractice," *Education Law Reporter*, vol. 14 (1984), pp. 887-895.

24. Pesce v. J. Sterling Morton High School Dist., 830 F.2d 789 (7th Cir. 1987); State of Indiana v. Slisher, No. 7151 (Ind. Cir. Ct., Starke County, 1987).

25. In Dellmuth v. Muth, 491 U.S. 223 (1989), the Supreme Court held that Congress did not specifically abrogate states' eleventh amendment immunity against federal law suits when it enacted the Education for All Handicapped Children Act. Responding to this decision, in 1990 Congress stipulated in the IDEA that states are *not* immune from federal suit for abridging the Act. Thus, states as well as individual school districts can be sued for IDEA violations.

26. In re David "JJ", 517 N.Y.S.2d 606 (App. Div. 1987).

27. Smith v. Philadelphia School Dist., 679 F. Supp. 479 (E.D. Pa. 1988).

28. Timothy W. v. Rochester School Dist., No. C-84-733-L (D.N.H. 1988), *rev'd*, 875 F.2d 954 (1st Cir. 1989), *cert. denied*, 110 S. Ct. 519 (1989).

29. *See* Doe v. Dolton Elementary School Dist. No. 148, 694 F. Supp. 440 (N.D. Ill. 1988); Robertson v. Granite City Community School Dist. No. 9, 684 F. Supp. 1002 (S.D. Ill. 1988); Phipps v. Saddleback Valley Unified School Dist., 251 Cal. Rptr. 720 (Cal. Ct. App. 1988); Ryan White v. Western School Corp., 507 E.H.L.R. 239 (Ind. Cir. Ct. 1986).

30. Doe, *id*., slip opinion, p. 6. *See also* Robertson, *id*.; Ray v. School Dist. of Desoto County, 666 F. Supp. 1524 (M.D. Fla. 1987); Ryan White, *id*.

31. Martinez v. School Bd. of Hillsboro County, Florida, 861 F.2d 1502 (11th Cir. 1988), *on remand*, 711 Supp. 1066 (M.D. Fla. 1989).

32. Thomas v. Atascadero Unified School Dist., 662 F. Supp. 376 (C.D. Cal. 1987).

33. Robertson v. Granite City Community School Dist. No. 9, 684 F. Supp. 1002 (S.D. Ill. 1988). *See also* Doe v. Belleville Public School Dist. No. 118, 672 F. Supp. 342 (S.D. Ill. 1987).

34. Lake Washington School Dist. No. 414, Case No. 10841039, Office for Civil Rights, June 28, 1985.

35. Evans v. Dist. No. 17 of Douglas County, Nebraska, 841 F. 2d 824 (8th Cir. 1988).

36. 20 U.S.C. § 1415 (e) (3).

37. See Laura v. Providence School Bd., 680 F. Supp. 66 (D.R.I. 1988); Devries v. Fairfax County School Bd., 674 F.Supp. 1219 (E.D.Va. 1987). The Education for All Handicapped Children Act was amended in 1986 to allow courts the discretion to award reasonable attorneys' fees to parents who prevail in hearings or court actions (Handicapped Children's Protection Act of 1986, 20 U.S.C. § 1415). This amendment is significant because without the possibility of receiving attorneys' fees, parents would be discouraged from bringing suit under the federal law.

38. Doe v. Rockingham County School Bd., 658 F. Supp. 403 (W.D. Va. 1987). See also Mrs. W. v. Tirozzi, 832 F.2d 748 (2d Cir. 1987).

39. 548 U.S. 176 (1982).

40. Id. at 200.

41. Id. at 207.

42. Evans v. Dist. No. 17 of Douglas County, Nebraska, 841 F.2d 824 (8th Cir. 1988).

43. David D. v. Dartmouth School Comm., 775 F. 2d 411 (1st Cir. 1985), cert denied, 475 U.S. 1140 (1986); Geis v. Board of Educ. of Parsippany-Troy Hills, 774 F.2d 575 (3d Cir. 1985).

44. Nelson v. Southfield Public Schools, 384 N.W. 2d 423 (Mich. App. 1986).

45. Department of Educ. v. Katherine D., 727 F.2d 809 (9th Cir. 1983), cert. denied, 471 U.S. 1117 (1985).

46. Rouse v. Wilson, 675 F. Supp. 1012 (W.D. Va. 1987); Garrick B. v. Curwensville Area School Dist., 669 F. Supp. 705 (M.D. Pa. 1987).

47. Wilson v. Marana Unified School Dist. No. 6 of Pima County, 735 F. 2d 1178, 1183 (9th Cir. 1984).

48. A.W. v. Northwest R-1 School Dist., 813 F. 2d 158 (8th Cir. 1987).

49. Parks v. Pavkovic, 753 F.2d 1397 (7th Cir. 1985), cert. denied, 474 U.S. 919 (1985); Geis v. Board of Educ. of Parsippany-Troy Hills, 774 F.2d 575 (3d Cir. 1985); David D. v. Dartmouth School Comm., 775 F. 2d 411 (1st Cir. 1985), cert. denied, 475 U.S. 1140 (1986); Diamond v. McKenzie, 602 F. Supp. 632 (D.D.C.1985); North v. District of Columbia Bd. of Educ. 471 F. Supp. 136 (D.D.C. 1979); In the Matter of Suzanne, 381 N.Y.S.2d 628

(Family Ct., Westchester County, 1976).

50. Kerkam v. District of Columbia Bd. of Educ., 672 F. Supp. 519 (D.D.C. 1987); Vander Malle v. Ambach, 667 F. Supp. 1015 (S.D.N.Y. 1987); North, *id*.

51. Clovis Unified School Dist. v. California Office of Admin. Hearings, 903 F.2d 635 (9th Cir. 1990). *See also* Corbett v. Regional Center for the East Bay, Inc., 676 F. Supp. 964 (N.D. Cal. 1988) (residential placements made by community agencies based on noneducational needs of handicapped children are not subject to the IDEA).

52. 471 U.S. 359 (1985).

53. Board of Educ. of the County of Cabell v. Dienelt, 843 F.2d 813 (4th Cir. 1988).

54. Hudson v. Wilson, 828 F.2d 1059 (4th Cir. 1987).

55. Cain v. Yukon Public Schools, 775 F.2d 15 (10th Cir. 1985).

56. Evans v. Dist. No. 17 of Douglas County, Nebraska, 841 F.2d 824 (8th Cir. 1988).

57. Antkowiak v. Ambach, 838 F.2d 635 (2d Cir. 1988).

58. Georgia Ass'n of Retarded Citizens v. McDaniel, 716 F.2d 1565 (11th Cir. 1983), *cert. denied*, 469 U.S. 1228 (1985); Battle v. Commonwealth of Pennsylvania, 629 F.2d 269 (3d Cir. 1980), *cert. denied*, 452 U.S. 968 (1981).

59. Cordrey v. Euckert, 917 F.2d 1460 (6th Cir. 1990), *cert. denied*, 111 S. Ct. 1391 (1991).

60. Related services include speech pathology and audiology, psychological services, physical and occupational therapy, recreation, rehabilitation counseling, social work services, and medical and counseling services, except that such medical services shall be for diagnostic and evaluation purposes only.

61. A.A. v. Cooperman, 526 A. 2d 1103 (N.J. Super. App. Div. 1987).

62. Barwacz v. Michigan Department of Educ., 681 F. Supp. 427 (W.D. Mich. 1988); McNair v Cardimone, 676 F. Supp. 1361 (S.D. Ohio 1987).

63. Irving Independent School Dist. v. Tatro, 468 U.S. 883 (1984).

64. Doe v. Anrig, 651 F. Supp. 424 (D. Mass. 1987). *See also* Papacoda v. State of Connecticut, 528 F. Supp. 68 (D. Conn. 1981); In the Matter of "A" Family, 602 P.2d 157 (Mont. 1979).

65. Detsel v. Board of Educ. of Auburn Enlarged City School Dist., 820 F.2d 587 (2d Cir. 1987), *cert. denied*, 484 U.S. 981 (1987).

66. Bevin H. v. Wright, 666 F. Supp. 71 (W.D. Pa. 1987).

67. *See* School Bd. of the County of Prince William, Virginia v. Malone, 762 F.2d 1210 (4th Cir. 1985); Kaelin v. Grubbs, 682 F.2d 595 (6th Cir. 1982); S-1 v. Turlington, 635 F. 2d 342 (5th Cir. 1981), *cert. denied*, 454 U.S. 1030 (1981).

68. *See* S-1, *id.* ; Pascagoula Municipal Separate School Dist. v. Doe, 508 So. 2d 1081 (Miss. 1987).

69. 484 U.S. 305 (1988).

70. *See* Doe v. Rockingham County School Bd., 658 F. Supp. 403 (W.D. Va. 1987); Steven Goldberg, "Discipline, Disability, and Disruptive Students," *Education Law Reporter*, vol. 44 (1988), pp. 495-500.

71. Dickens v. Johnson County Bd. of Educ., 661 F. Supp. 155 (E.D. Tenn. 1987); Hayes v. Unified School Dist. No. 377, 669 F. Supp. 1519 (D. Kan. 1987).

72. Cole v. Greenfield-Central Community Schools, 657 F. Supp. 56 (S.D. Ind. 1986).

73. Larry P. v. Riles, 793 F.2d 969 (9th Cir. 1984).

74. Parents in Action on Special Education v. Hannon, 506 F. Supp. 831 (N.D. Ill. 1980).

75. *See* Debra P. v. Turlington, 644 F.2d 397 (5th Cir. 1981), *on remand*, 564 F. Supp. 177 (M.D. Fla. 1983), *aff'd*, 730 F.2d 1405 (11th Cir. 1984).

76. Board of Educ. of Northport-East Northport School Dist. v. Ambach, 457 N.E.2d 775 (N.Y. 1983), *cert. denied*, 465 U.S. 1101 (1984); Anderson v. Banks, 540 F. Supp. 761 (S.D. Ga. 1982).

77. Brookhart v. Peoria School Dist., 679 F.2d 179 (7th Cir. 1983).

78. Kampmeier v. Nyquist, 553 F.2d 296 (2d Cir. 1977).

79. Kampmeier v. Harris, 411 N.Y.S. 2d 744 (App. Div. 1978).

80. Grube v. Bethlehem Area School Dist., 550 F. Supp. 418 (E.D. Pa. 1982).

81. Mahan v. Agee, 652 P. 2d 765 (Okla. 1982).

82. Doe v. Marshall, 459 F. Supp. 1190 (S.D. Tex. 1978). *See* Stephen Thomas, *Legal Issues in Special Education* (Topeka, KS: National Organization on Legal Problems of Education, 1988), p. 61.

83. 20 U.S.C. § 1232 (g); 34 C.F.R. § 99 *et. seq*.

CASE

COUNCIL OF ADMINISTRATORS
OF SPECIAL EDUCATION,
INCORPORATED

A DIVISION OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

THE PRINCIPAL'S BLUE BOOK ON SPECIAL EDUCATION

PART II: Principal Instructional Leadership and Supervisory Practices in Special Education Programs

INDIANA UNIVERSITY

Department of School Administration
Department of Special Education
1990/91

REGULAR EDUCATION INITIATIVE

THE PRINCIPAL'S BLUE BOOK ON SPECIAL EDUCATION

PART II. PRINCIPAL INSTRUCTIONAL LEADERSHIP AND SUPERVISORY PRACTICES IN SPECIAL EDUCATION PROGRAMS

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October, 1988

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III. Appendix A: Key Provisions of P.L. 94-142

Introduction

This document is designed to assist principals in the supervision of special education programs in their schools. The document is divided into a series of reference papers, each focusing on a different aspect of special education.

The breakdown of the document is as follows. The first paper is a general overview of supervisory practices pertaining to special education. The practices outlined in this paper are generic to all special education programs. The subsequent papers are specific to the various categories of disabled students. Each of these papers contains specific information pertinent to the supervision of a particular type of special education program. An appendix contains an outline of the key provisions of P.L. 94-142.

AN OVERVIEW

by

Ann Schnepf, Director of Special Education
Clark County, Indiana

Linda DeClue, Research Assistant
Indiana University

I. What are the objectives of a Special Education Program?

   A. To develop positive student self-image.

   B. To assure that each student is served in the least restrictive environment.

   C. To assure that each student makes progress toward the academic and adaptive behavior goals as proposed by the individual educational plan.

   D. To provide each student with the opportunity to learn independent living skills using programmatic communication skills.

   E. To provide each student with work experience and opportunities for job placement.

   F. To narrow the discrepancy between regular and special education through team work focused on individual student progress and teacher's need for support.

   G. To enable regular educators the opportunity to learn and apply special education strategies within the regular classroom.

II. What are the elements or components of a quality program?

   A. Systematic pre-referral procedures

   B. Systematic referral system.

   C. Identifiable criteria for inclusion in program.

   D. Clearly defined program or curricular goals in a regular program, part-time mainstreaming program, or a community based training program.

   E. Effective IEP development and management.

   F. Effective instructional personnel who are able to incorporate the following critical teaching behaviors.

   G. Regular reporting of student progress with a focus on post-school behavior.

   H. Ongoing support of regular education in the education of students with disabilities.

   I. Systematic re-entry procedures.

   J. Principal's having authority to make decisions in his/her jurisdiction as appropriate. (See adopted Barnett framework.)

1. Pre-Instruction Factors

   a. Diagnosis
      - Accurately diagnoses and predicts cognitive/adaptive performance levels of students.

   b. Content Decisions
      - Promotes extensive content coverage and high levels of student involvement.

   c. Time Allocation Decisions
      - Maintains high levels of allocated time for a particular content area of curriculum or lesson.

   d. Pacing Decisions
      - Determines the pace of instruction which is consistent with student ability levels.*

   e. Grouping Decisions
      - Determines the effective group size and composition consistent with student ability and aptitude levels.
      - Selects relevant criteria to be used as a basis for group assignment.

   f. Activity Structure Decisions
      - Develops goals of instruction which are both clear and systematically organized.
      - Varies materials, lesson organization, and structure for different students and for different purposes.

   g. Prescription Decisions
      - Prescribes instructional activities which match needs and skill levels of individual students.
      - Prescribes lessons which have continuity within and between them.

   h. - Provides for measurement of student progress and regular reporting to student and parents.

2. During-Instruction Factors

   a. Engaged Time
      - Maintains high levels of engaged time for each lesson.
      - Maintains high levels of engaged time that is consistent with time allocated for a lesson.
      - Maintains high rate of direct instruction.
      - Demonstrates skill in predicting engaged time rates for individual students.

   b. Time Management
      - Systematically organizes and conducts instruction so there is little waiting time.
      - Controls, monitors, and evaluates the amount of allocated and engaged time per lesson.

   c. Success Rates

- Consistently evaluates and if necessary modifies activities to insure individual student success.
- Presents learning activities which insure high levels of individual student success.

d. Monitoring
- Is active, moving from group to group, observing, providing cues, redirecting student attention and skill attempts.
- Enforces mild forms of punishment that are employed infrequently.
- Refocuses student back on task rather than enforcing punishment.

e. Structuring
- Provides clear information about the content that is to be learned and how to go about learning it.
- Reviews information, outlines content, emphasizes important points by providing learning cues, and summarizes important information.
- Provides transferring information from lesson to lesson.
- Reviews content to clarify to students what is expected of them.
- Provides clear directions and communicates lesson goals and objectives to class.

f. Feedback
- Provides feedback that is immediate and task relevant.
- Provides reinforcement to students for correct answers and offers a rationale for incorrect answers.
- Provides frequent academic feedback to students which is non-evaluative.
- Praises students in terms of the work they produce.

g. Questioning
- Asks questions which are narrow, direct, and structured to enable students to understand the answer sought by the teacher.

h. - Abandons unproductive lines of questioning.

3. Climate Factors

a. Environment
- Creates an orderly, safe, warm, learning environment that is task oriented, business-like yet simultaneously warm and convivial.
- Demonstrates sensitivity to students' needs.
- Begins and ends lessons on time.

b. Expectations
- Communicates clear lesson expectations.

- Expects quality work and sets high but attainable lesson objectives.
- Creates environments that are characterized by low levels of student dependence on the teacher for directions or materials, etc.

c. Exit Criteria
- Establishes criteria to assist in deciding and preparing for the student's return to the regular age-appropriate program.

H. Communication

1. Staff communication in terms of mainstreamed students.

a. Planning cooperatively between regular and special educators.
b. Collaborative planning on IEP development between regular and special educators.
c. Monitoring student progress in regular education.
d. Communicating student progress in special education.
e. Developing relationships with regular educators in order to open doors for successful mainstreaming.
f. Understanding of regular education curriculum as well as their frustrations and concerns.
g. Provides support to regular education teacher as requested.
h. Apprising regular educators of special techniques and strategies.

2. Communication with parents.

a. Keeps parents aware of behavioral and academic progress.
b. Able to answer questions regarding students' performance.
c. Able to recognize when to refer parent to another source if concerns are beyond teacher role.
d. Able to communicate with parents in "jargon free" manner.

3. Communication with students.

a. Establishes positive relationships with students.
b. Communicates concern but high expectations for students' performance.
c. Facilitates goal setting and self-reliance.

I. Administration

1. Quality programs are a result of an atmosphere that promotes excellence.
2. Excellence should be seen in the director as well as the principal and his/her central office staff.
3. Principal should be able to maintain daily operations and seek consultation as needed on each component of A-J.
4. Team process is supported.
5. Collaborative spirit exists between building and central office administration.

III. What are the best practices?

A. Educate teachers and parents on the existing criteria for the identification of special education students.

B. Best practice indicates the need for ongoing in-service for staff regarding their role on Case Conference committees.

C. Best practice indicates the need for increased engaged instructional time for the special education student whether in the mainstream or a special education class.

D. When working with secondary age special education students, perhaps we should (with some students) focus on less remedial activities and more on methods of teaching students on how to learn. Learning strategies, such as paraphrasing, note taking, etc., may be more relevant in terms of minimizing the discrepancy between regular and special education curriculum.

Practices call for the need for ongoing staff development and awareness of new techniques and, if appropriate, training in these areas.

E. Least restrictive environment - Data does not support the validity of removing student to separate classrooms all day long. Research appears to be supporting the utilization of placement in regular programs with auxiliary or resource support. Practices indicated again would be in-service education for teachers, parents, and students.

F. Evaluation - Student evaluation is one measure of effectiveness of program. Student progress can be evaluated on the basis of a clear individual educational plan being implemented, evaluated, and revised as necessary.

G. Best practice indicates that we should review the overall program to determine program effectiveness and if our own policies and procedures enhance or detract from student and staff learning.

H. Best practice indicates that climate and attitude of staff and students will be affected by the building principal as leader. It requires that the building principal as leader examine his/her personal/professional beliefs and attitudes and consider how to integrate new role expectations into this set of responsibilities in order for it to succeed.

I. Best practice indicates the need for a policy of periodic evaluation of the special education student's placement. This evaluation should determine whether continued special education services are needed or if the student could be best served by re-entry into a regular education classroom.

J. Best practice indiicates the need for awareness that special education programs often generate unique problems and school personnel must be prepared to assist special educators if the need arises (e.g., student who has a history of running away, eating arrangements, etc.)

IV. Personnel - What should they be able to do?

Licensed Special Education Teacher

A. Understand and be able to explain the school system's referral system as per P.L. 94-142, existing state law and district policy.

B. Serve as an educational resource person.

C. Provide programs that conform with curricular goals and objectives in regular education, community based training or some alternative of the two.

D. Effectively participate in Case conferences.

E. Make pre-instructional decisions based on available data.

F. Provide instruction that emphasizes good organization, direct instruction, and feedback.

G. Provide an environment that has high expectations but is flexible and accepting of individual differences.

H. Build rapport with all building staff.

I. Communicate with appropriate staff in terms of students' performance in regular education and special classes, understand regular curriculum, provide ideas and techniques to regular education, and attempt to utilize these ideas.

J. Evaluate the effectiveness of instruction and revise and adapt as necessary.

K. Express an active interest in reviewing methods and look for other strategies for use with unsuccessful students.

L. Develop, implement, and evaluate individual educational plans for each student that is unique to that student.

M. Maintain confidentiality and serve as a model for other teachers.

N. Periodically seek feedback by re-integrating students into regular program to assess comparable progress toward mainstreaming goals.

O. Use appropriate problem-solving strategies.

P. Be able to effectiely negotiate.

Q. Demonstrate, where appropriate, assertiveness and diplomacy.

Psychologist

A. Provide individual assessments that are unbiased.

B. Gather information regarding student in diverse situations.

C. Communicate results to parents and teachers in an understandable manner and make instructionally relevant recommendations.

D. Provide consultation to teachers, principals, and parents as needed.

E. Assist in Case Conference Committees to appropriately interpret assessment data.

F. Identify and research real special education problems.

G. Provide effective individual and small group counseling.

Educational Diagnostician

A. Provide educational assessments that are unbiased in nature.

B. Observe student and work with that student in order to identify appropriate methods of working with the student.

C. Communicate that data clearly to parents, teachers, etc.

D. Assist teachers in planning and teaching within the regular program.

E. Develop appropriate individual educational plan.

F. Effectively participate in case conferences.

Physical or Occupational Therapist

A. Assess the student for physical disability that interferes with their ability to benefit from special education.

B. Clearly communicate that data to parents and teachers.

C. Develop related service individual educational plans appropriate to the student's individual needs that others can follow and implement regularly with supervisor.

D. Maintain ongoing communication with physician and report any concerns to teachers, parents, and administrators.

E. Effectively participate in Case conferences.

F. Be able to translate motoric assessments to educational environment.

Speech Pathologist

A. Assess students for possible language or speech problems.

B. Communicate with teachers working with the student to insure that techniques taught to student will be reinforced in other settings.

C. Develop a plan through case conference to meet student's needs.

D. If appropriate, provide direct service.

E. Work with school staff to schedule acceptable time to work with student.

F. Communicate with parents on student progress.

V. What is the principal's role in maximizing all the special resources in his/her building? What should he/she be looking for from the program? Its staff?

A. Supervision of the special education program by principal.

1. As building cultural leader: (i.e., salesman for the program) The attitude of the building principal will determine the attitude of the staff toward the new program. Communicating a shared responsibility for all students, setting high expectations that all students can learn, and a willingness to learn about individual differences.

2. As teacher supervisor:

    a. Providing building orientation.
    b. Providing pre-evaluation data.
    c. Assessing teacher on the basis of guidelines discussed under quality components and agreed upon teacher evaluation plan. This must include planning a specified amount of actual observation time, conferencing, and evaluating.
    d. Assisting teacher in strengthening his/her strengths and remediating weaknesses.
    e. Assigning duties and staff scheduling as with all staff.
3. As convenor, involvement of principal (or his/her designee) in Case conference as chair.
4. As standard setter, provide discipline to special education students as needed in keeping with federal and state guidelines concerning the nature of the disability.
5. Request consultation assistance as needed and ensure its delivery to staff.
6. Hiring staff.
7. As resource provider, oversee budget of special education program.

8. Request and plan in-service training as needed.

B. What should the principal be looking for in his/her teacher within the school when a student/staff member is in need of support to provide an appropriate program?
As instructional leader:

1. The referral system of the school system cooperative - does the teacher understand it?
2. Can he/she give you criteria for admission to the special education program?
3. Are program goals being reinforced in the overall program?
4. Are pre-instructional factors taken into consideration in lesson planning?
5. Are lessons planned? Do they have clearly defined objectives?
6. Does the lesson follow objectives of the individual education plan?
7. Are instructional variables considered and implemented?
    a. Direct instruction
    b. Time management
    c. Success rates
    d. Monitoring
    e. Pacing
    f. Structuring
    g. Feedback
    h. Questioning
8. Climate
    a. Is the environment set up for learning?
    b. Are expectations for students appropriate?
9. Are rules clear? Is discipline an issue or does it take care of itself through good classroom management?
10. How is student performance evaluated? How is it documented? Is it relevant?
11. Are materials selected age appropriate?
12. How does the referred student compare to his/her peers in terms of goals set and achieved? How is his/her learning different?
13. Does communication occur between regular and special education staff? Do regular education teachers view this teacher as resource and team member?
14. Are special techniques or adapted materials used?
15. Are there criteria for evaluating students?
16. How often does direct instruction occur and for how long? Is is adequate?
17. How is the classroom organized? Is there a lot of transition time between lessons that is unnecessary?

18. If there is an aide in the classroom, how is he/she utilized? Is his/her role clearly defined?

VI. **What can the principal expect from the special education director?**

A. Answers to most frequently asked administrative questions. If answers are not available, negotiation of answers.
B. Joint (with principal) recruiting, selection, and hiring of staff.
C. Consultation and/or in-service to administration staff on areas involving the disability, discipline procedures that are mandated (i.e., expulsion), school system cooperative policies, and procedures.
D. Budget for in-service, materials, and equipment.
E. Transportation for each student to and from the program on a schedule that is equitable to regular education.
F. Faculty in-service or assistance in developing faculty in-service programs.
G. Staff evaluation with first year teachers always. As requested by the principal for semi-permanent or permanent employees. Will delineate those responsibilities as agreed upon.
H. Provide building team autonomy in decision making.
I. Evaluation of special education programs.
J. Visionary leadership based on current perspective of field based upon literature and best practices.
K. Facilitation of good ideas.

VII. **Questions about Community-based Training Program**

A. Can the community be utilized in teaching independent living skills?
B. Are there available opportunities to provide the students with work experience and potential job placement in the community?
C. Are there time and money available for all the related services to be involved in the referral process?
D. Are there time and money available for all personnel to be involved in the transition of the student from school to community?
E. Can a peer tutoring program used to assist in the socializing of students with substantial disabilities be mounted?

VIII. **Questions about Transportation**

A. Is transportation provided for all special education students?
B. Who is responsible for transportation of special education students?
C. Do special transportation arrangements need to be made for special education students?

D. Is there a difference in the amount of time and distance a special education student experiences compared to regular education students?

E. What program goals demand a regular transportation from the city or town to support post-school performance?

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LEARNING DISABILITIES

by

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I. **Objectives:**

A. To assure that each student is served in the least restrictive environment.

B. To assure that each student makes academic progress as proposed by the individual educational plan.

C. To provide each student the opportunity to learn independent living skills.

D. To provide each student with work experience and opportunities for job placement.

E. To develop a positive self-image.

II. **Components of a quality program:**

A. Clearly defined goals for academic progress and behavior management.

B. Success oriented activities to help enhance the student's self-esteem.

C. Grouping patterns must consider ability level of students.

D. Observation and documentation of student academic progress and behavior.

E. Provide time for feedback and reinforcement.

F. Teachers of students with learning disabilities should act as consultants for regular educators.

G. Adaptations to the regular curriculum should only be modified to account for specific deficits on an individual basis.

III. **Definition:**

A. P.L. 94-142. A learning disability is a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, manifesting itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term includes perceptual handicaps, but excludes problems resulting from sensory impairments, mental retardation, emotional disturbance or from environmental, cultural, or economic disadvantage.

IV. **Identifying Characteristics:**

A. Does the student have difficulty understanding and integrating writing and language?

B. Can the student learn from listening, but not from reading?

C. Does the student grasp concepts of number, space, or time?

D. Is writing cramped, crowded, and laborious?

E. Does the student exhibit overactive, uncontrolled, or impulsive behavior?

F. Does the student show inability to concentrate or have a short memory span?

G. Is the student frequently tired, or lack energy or strength?

H. Is the student easily distracted by extraneous noise or movement?

I. Does the student's behavior unusually vary from day to day?

J. Can the student verbally express himself/herself far above his/her written level?

K. Can the student perform tasks with objects far better than his/her verbal abilities would indicate?

L. Can the student perform verbally far better than s/he can with tasks concerning objects?

M. Does the student have difficulty in finding his/her way or locating objects?

N. Can the student follow written instructions but not verbal ones?

O. Does the student have problems in determining similarities and differences?

P. Is the student clumsy or awkward?

Q. Does the student exhibit signs of an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations?

R. Do the academic and performance behaviors seem erratic?

V. **Best Practice:**

A. Educate teachers and parents on the existing criteria for the identification of special education students.

B. Ongoing in-service for staff regarding their role on CASE Conference committees.

C. Increase instructional time for the student with a learning disability whether in the mainstream or a special education class.

D. When working with secondary age special education students (with some students) focus on less remedial activities and more on methods of teaching students on how to learn. Learning strategies, such as paraphrasing, note taking, etc., may be more relevant in terms of minimizing the discrepancy between regular and special education curriculum.

E. Ongoing staff development and awareness of new techniques and, if appropriate, training in these areas.

F. Least restrictive environment - Data does not support the validity of removing student to separate classrooms all day long. Research appears to be supporting the utilization of placement in regular programs with auxiliary or resource support. Practices indicated again would be in-service education for teachers, parents, and students.

G. Evaluation - Student evaluation is one measure of effectiveness of program. Student progress can be evaluated on the basis of a clear individual educational plan being implemented, evaluated, and revised as necessary.

VI. **Personnel:**

A. **Teacher of students with learning disabilities:**

1. Understand and be able to explain the referral system as per P.L. 94-142 and existing state law and district policy.
2. Define a referral and identification process which leads to serving only students who are truly learning disabled.
3. Serve as a special education resource person.
4. Provide programs that conform with curricular goals and objectives.
5. Effectively participate in CASE conferences.
6. Make pre-instructional decisions based on available data.

7. Provide instruction that emphasizes good organization, direct instruction, and feedback.
8. Provide an environment that has high expectations but is flexible and accepting of individual differences.
9. Build rapport with all building staff.
10. Communicate with appropriate staff in terms of student performance in regular education and special classes, understand regular curriculum, provide ideas and techniques to regular education, and attempt to utilize these ideas.
11. Evaluate the effectiveness of instruction and revise and adapt as necessary.
12. Express an active interest in reviewing methods and look for other strategies for use with unsuccessful students.
13. Develop, implement, and evaluate individual educational plans for each student.
14. Maintain confidentiality and serve as a model for other teachers.

B. Regular education teacher:

1. Communicate with the special education teacher throughout the mainstreaming process and placement.
2. Refer to the IEP for academic and behavior goals.
3. Have a basic understanding of students with learning disabilities.
4. Use the special education staff as a resource and support system to assist in management and setting expectations for instruction.

VII. What a principal should look for in a classroom for students with learning disabilities:

A. Is there an emphasis on mainstreaming?

B. Is the teacher able to establish a relationship with the students which includes mutual respect and trust?

C. Is the teacher able to use a variety of instructional techniques suited to the needs of the individual student?

D. Is the atmosphere and structure of the classroom suitable for the age of the students?

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EMOTIONAL DISABILITIES

by

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I. Objectives:

A. Develop appropriate skills and behaviors to be successful in a regular classroom.

B. Develop effective and appropriate coping and problem-solving skills.

C. Develop the abilities to form and maintain effective and appropriate interpersonal relationships.

D. Learn positive and appropriate socially acceptable behaviors so the student can function in a community setting.

E. Assist the student in the development of self-control skills.

II. Components of a Quality Program:

A. Clearly defined goals for behavior management.

B. Success oriented activities to help enhance the student's self-concept.

C. Grouping patterns must consider ability level and types of behavior of the students.

D. Observation and documentation of student behaviors.

E. Provide time for feedback and reinforcement concerning student behaviors.

F. An understandable, fair, and consistent set of rules, rewards and consequences.

G. A safe, comfortable, well structured environment.

H. Provide students with alternative behaviors as a way of modifying their present behavior.

I. Teachers of students with emotional disabilities act as consultants and support students working with the regular education staff.

J. The curriculum followed by sudents with emotional disabilities should parallel the curriculum followed by regular education students. Adaptations to the regular curriculum should be made only to account for specific deficits on an individual basis.

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K. Students with an emotional disability should follow the same schedule as regular education students.

III. Definition:

A. P.L. 94-142. "The student exhibits one or more of the following characteristics over a long period of time which adversely affects his/her educational performance, to a marked degree":

1. inability to learn not explained by intellectual, sensory, or health factors;
2. inability to build or maintain interpersonal relationships with peers and teachers;
3. inappropriate types of behavior under normal circumstances;
4. general pervasive mood or unhappiness or depression;
5. tendency to develop physical symptoms or fears associated with personal or school problems.

IV. Identifying Characteristics:

A. Is the student hyperactive, impulsive, or easily distracted?

B. Does the student withdraw from social contact with adults and peers?

C. Does the student develop a "tic", eye blinks, or facial and body movements when confronted with a difficult situation?

D. Does the student seek an excessive amount of help and reassurance?

E. Is the student overly submissive to peers, adults, and authority?

F. Does the student behave in a bizzare manner?

G. Does the student threaten others verbally or physically?

H. Does the student often get himself/herself into situations which may hurt or frighten him/her?

I. Does the student appear anxious and tense when confronted with school work?

J. Is the student often a scapegoat?

K. Do the inappropriate behaviors of the student interfere with academic performance?

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L. What are the frequencies, intensities, and durations of the described behaviors?

M. What are the identified behaviors exhibited at home as reported by the parent?

N. Does the student exhibit any identifiable patterns of behavior (i.e., when student is tardy to class, his behavior tends to be more explosive throughout the school day)?

V. Best Practice:

A. Communication with parents is an essential practice for maximizing the chance of success with students who have an emotional handicap.

B. Parent counseling has been identified as a needed and successful best practice.

C. Cooperation between school and community agencies and organizations.

D. Inservice for teachers of students with an emotional disability reviewing a continuum of behavior interventions. Crisis intervention and physical restraint are essential components of an intervention continuum for teachers of students with an emotional disability.

E. Best practice indicates the need for a planned backup and support system for teachers.

F. A defined referral and identification process which leads to serving only students who truly are emotionally disabled.

G. Assessment procedures must be encompassing but not exhaustive.

H. A mainstreaming plan needs to be established to ensure a place in regular education when students with an emotional disability are ready to be intergrated.

I. A plan of reassessment should be established to quicken the reintegration process and prevent students from being "stuck" in a program for students with emotional disabilities.

J. A peer tutoring program provides students with an emotional disability an opportunity to interact with regular education students. The peer tutors serve as a positive role model and a linkage to regular education.

K. The classroom for students with emotional disabilities should be located in the regular school building.

VI. **Personnel:**

A. **Teacher of students with emotional disabilities:**

1. Be able to develop and implement a behavior management plan that can be adapted to meet each student's individual needs.
2. Have a broad knowledge base of behavior techniques and counseling theories.
3. Communicate with the regular education teacher throughout the mainstreaming process and placement.
4. Provide support and consultation services to the regular education staff.
5. Be well versed in curriculum and instruction planning and practices.

B. **Regular education teacher:**

1. Communicate with the special education teacher throughout the mainstreaming process and placement.
2. Refer to the IEP for academic and behavioral goals.
3. Have a basic understanding of the characteristics of students with an emotional disability.
4. Use the special education staff as a resource and support system to assist in management, and setting expectations for behavior and academic performance and instruction.
5. Use the special education teacher as a source of information regarding testing, grades, or adaptations in the curriculum or instruction practices.

VII. **What a principal should look for in a classroom for students with emotional disabilities:**

A. Is there a behavior management plan in use that is adaptable to individual needs?

B. Is the teacher able to use a variety of behavior intervention techniques depending on the situation and the student involved?

C. Is the teacher able to establish a relationship with the students which includes mutual respect and trust?

D. Is there an emphasis on mainstreaming the emotionally disabled student?

VIII. **Questions about related services:**

A. Is mental health counseling available for each student?

B. Is family counseling available?

C. Is the community a viable place for students with emotional disabilities to be involved in, so learned behaviors can be practiced in "real life" settings?

D. Is a teacher's aid available for each classroom?

E. Is there staff available for back-up in the cases of an emergency or crisis?

IX. Questions about transportation:

A. Is there an aide on the bus to help monitor behavior?

B. Can the school provide transportation for community teaching experiences?

C. Is the process for using school transportation the same for classes of students with emotional disabilities as it is for regular classes? If it is different, why, and what is the process for a classroom containing students with emotional disabilities?

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SUBSTANTIAL DISABILITIES

by

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I. **Objectives:**

   A. Help students develop independent living skills;

   B. Teach students how to develop and maintain interpersonal relationships;

   C. Provide students with vocational training and practical work experience;*

   D. Help students make the transition from school to community and work.*

II. **Components of a Quality Program:**

   A. Instruction should go beyond the classroom (community based teaching.;

   B. Students should be involved in extracurricular activities;

   C. Classroom should be located in a central area of the building, not isolated;

   D. Interaction between disabled and non-disabled students should be encouraged (i.e., peer tutor program, lunch in the cafeteria, buddy system.;

   E. Students should be included in school wide functions (i.e., assemblies, pep rallies, yearbook pictures.;

   F. Assessment procedures must be encompassing but not exhaustive;

   G. A procedure for reevaluation must be implemented to ensure continued appropriate placement.

III. **Environment:**

   A. Physical barriers should be removed and facilities adapted to allow for the maximum participation of all students.

IV. **Definition:**

   A. Multiply Handicapped:

   1. P.L 94-142. Multiply handicapped students have concomitant impairments, the combination of which causes such severe educational problems that the student cannot be accommodated in special education programs solely for one of the impairments (excluding deaf-blind).

2. **Identifying Characteristics:**

   a. Specific identifying factors for multiply handicapped students are not practical due to the diversity of the population. It is important to remember that the student must display two or more handicapping conditions which result in severe disabilities. Specific identifying factors of other conditions may be most helpful in determining the disability.

B. **Mentally Handicapped:**

   1. P.L. 94-142. The student demonstrates significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior, manifested during the developmental period, which adversely affect educational performance.

C. **Severely/Profoundly Mentally Retarded:**

   1. P.L. 94-142. More than four standard deviations below the mean in intelligence and adaptive behavior.

D. **Deaf-Blind:**

   1. P.L. 94-142. The student has concomitant hearing and visual impairments, the combination of which causes severe communication, and other developmental and educational problems that they cannot be accommodated in special education programs solely for the deaf or blind.

E. **Other Health Impaired:**

   1. P.L. 94-142. The student demonstrates limited strength, vitality, or alertness due to chronic or acute health problems which adversely affect educational performance

VIII. **Best Practice:**

A. Provide direct instruction in activities selected on the basis of their relationship to the student's chronological age not functioning level.

B. Provide students with the opportunity to interact with age appropriate non-handicapped students. (i.e. peer tutoring.

C. Strive to increase the student's ability to function independently at school, home, and in the community.

D. Involve both the student and the parent in the development and selection of activities.

E. Severely handicapped students should be presented as having the capabilities to participate in an integrated school as well as a community based education program.

F. Emphasis on skills that are necessary for an independent adulthood.

G. Establish a plan for transition from school to the community and employment.*

H. Involve students with substantial disabilities in extracurricular activities.

I. Classrooms for students with substantial disabilities should be centrally located in the regular school building.

J. Cooperation between school and community agencies and organizations.

K. Inservice training related to community based programs.

L. The program should enhance the status of students with substantial disabilities.

M. Students must spend an increasing amount of time involved in community based teaching as they progress through school (i.e., elementary students, 20% in the community; middle school students, 40%-50% in the community; and senior high school students, 75%--80% in the community..

IX. Personnel:

A. Teachers of Students with Substantial Disabilities:

1. Certified in Low Incidence handicaps.
2. Provides instruction outside the classroom and school (community based teaching..
3. Involves non-disabled students in the instruction of students with substantial disabilities (peer tutoring)

X. What a principal should look for in a classroom for students with substantial disabilities:

A. The use of varied teaching methods.

B. The incorporation of adaptive equipment.

C. Attempts to operate the classroom similar to a regular classroom.

D. The use of age appropriate activities.

E. The integration of regular age appropriate peers.

XI. **Questions about related services:**

A. Is an aide available for the classroom?

B. Are necessary therapies and counseling provided to the individual student (i.e., physical therapy, speech therapy, occupational therapy, mental health counseling.?

C. Is family therapy available?

XII. **Questions about transportation:**

A. Are the school buses adapted for students with substantial disabilities?

B. Is there an aide on the bus to assist the driver?

C. Is transportation provided by the school for community based teaching?

D. What are the procedures for securing transportation?

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Resources:

Calkins, S.M. (1985). "Administrative Procedural Guidelines Needed to Support the Implementation of Integrated School and Community-based High School Programs for Students with Moderate/Sever Handicaps. Unpublished.

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* Denotes Secondary Students

PHYSICAL DISABILITIES

by

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I. **Objectives:**

A. Whenever and wherever possible, students with physical disabilites should be included in all regular educational programs and classroom settings to the greatest degree possible.

B. It is essential that opportunities for maximum academic and social interactions, with age-appropriate peers that do not have physically disabilities, are part of the instructional program.

C. Short and long-range educational interventions for students with physical disabilities need to address the following areas: physical independence, self-awareness and social maturation, communication, academic progress, and functional life skills.

D. It is essential that students with physical disabilities be given a variety of age-appropriate experiences based upon optimistic/realistic expectations rather than negative conjecture about health and physical limitations.

E. Regular education and special education must take a joint initiative in restructuring programs which will accommodate students with physical disabilities in the following areas: building & classroom architectual modifications, use of adaptive equipment and devices for enhancing student participation, and interventions promoting "preferred" learning style(s).

II. **Components of a Quality Program:**

A. Clearly delineated short and long-range goals, addressing physical and health impairments across a broad spectrum of individual student needs, are vital elements in an educational program.

B. An individualized education plan (IEP) should stress all specialized instructional techniques and significant services.

C. The diverse range of students' educational, social, and developmental demands need proper identification and assessment.

D. Establish a cultural environment that avoids centering unnecessary attention on physical or health impairment(s) but fosters positive attitudes of acceptance and personal value.

E. A comprehensive evaluation program includes interdisciplinary and transdisciplinary involvements.

F. Students with physical disabilities should experience the same academic curriculum or closely parallel the regular education curriculum.

G. To avoid false expectations, the grading system for students with and without physical disabilities should be the same.

H. Major curriculum adaptations should center on alternatives in instructional methodology rather than changes in program content.

I. A curriculum should include activities and experiences necesary for future employment, social relationships, recreation and leisure.

J. A quality program allows modifications for access to all facilities (buildings, laboratories, playground areas, lavatories, instructional rooms, etc.) and use of educational equipment (computers, desks & tables, playground/gymnasium, etc).

III. Definitions:

A. P.L. 94-142 divides physical disabilities into two major anomolies, orthopedic and health impairments.

B. P.L. 94-142 defines orthopedic impairments as those which adversely affect a child's educational performance; the causes of impairment include: congenital (absence of some member, club foot, etc.) disease (poliomyelitis, bone tuberculosis, etc.) and "other causes" (cerebral palsy, amputations, fractures, etc.)

C. P.L. 94-142 defines students with health impairments as those limited in strength, vitality, or alertness, due to chronic or acute health problems including: a heart condition, tuberculosis, asthma, rheumatic fever, sickle cell anemia, hemophilia, epilepsy, etc.

D. Difficulties arise in prevalent statistics since sensory impairments (hearing and vision), communication, and multiple disabilities are often included within definitions of physical disabilities. However, P.L. 94-142 delineates, to some degree, the differences among the aforementioned impairments.

IV. Identifying Characteristics:

A. Individuals with physical disabilities are often initially identified in a medical diagnosis. This diagnosis uses a clinical model which "labels" and "stereotypes" a person for a lifetime based solely on the impairment.

B. Frequently, orthopedic and neurological impairments are more visible than health impairments.

C. Examples of orthopedic and neurological impairments include: cerebral palsy, muscular dystrophy, spina bifida, osteogenesis imperfecta, limb deficiency, spinal cord injury, rheumatoid arthritis (juvenile), Legg-Calve-Perthes (femoral bone disease).

D. Examples of health impairments include: epilepsy, asthma, cancer, diabetes (juenile), cardiac conditions, sickle cell anemia, hemophilia, cystic fibrosis, etc.

E. A primary question for educational consideration is simply: does the student have any physical or health impairment that in any way interferes with classroom performance?

V. Best Practices:

A. A quality approach for educational programming involves the sharing of information and working cooperatively through a transdisciplinary process (training and authorizing team members to implement specialized programs).

B. "Teacher Assistance Teams" are valuable in providing needed resources and services to classroom teachers when learning, social, and behavioral difficulties arise.

C. Best practice includes a periodic updating of information and evaluation from interdisciplinary and transdisciplinary teams.

D. Maximum communication within and between professional teams is vital for effective educational programming.

E. In many situations, adaptive equipment enhances a student's ability to participate in regular programs.

F. Task analysis and systematic instruction are two approaches that have been found to be highly effective.

G. Developing appropriate methods for personal expression are critical, these include: venting anger and frustration and demonstration of creativity and originality.

H. Providing opportunities to deal with constructive criticism, personal evaluation, and future planning are significant.

I. Personal development may be enhanced by incorporating knowledge of sexuality into the curriculum on a continuous basis.

J. Parental involvement is important in developing learning and adaptive methods which facilitate independent functioning.

K. Technological advances in rehabilitation engineering should include the following areas: communication (typewriter or microcomputer); mobility; prosthetics, orthotics, etc.

L. The use of an augmentative communication system is highly effective with students with physical disabilities, eg., manual or electronic communication equipment.

M. At the local level, positive school-community relationships are vital for developing successful transitional programs from school to post-school environments.

N. Flexibility in programming is a key concept in providing best practices to students with physical disabilities.

VI. Personnel:

A. Teachers:

1. Early intervention programs should emphasize the following developmental skills: motor coordination, daily living, and social interaction. Additionally, environmental exploration, movement education and basic self-help skills should be taught.

2. Elementary teachers should focus instruction on the basic skill areas: (reading, arithmetic, language arts, science, and social studies). Integration into the regular school program is critical at this level with supplemental instruction, physical, occupational and speech therapy.

3. Secondary teachers should focus on transitional programming with emphasis on academic and basic survival skills. The highly individual nature of

the program allows different instructional paths including: independent functioning for adult life, regular high school academic program, and/or future job preparation.

4. Postsecondary teachers at community colleges, universities, and other professional units should be aware of the methods and equipment available for students with physical disabilities. A variety of resource services should be known by all instructors: tutors, notetakers, attendants, counselors, etc.

B. **Administrators:**

1. Students should be allowed to participate in all school functions that do not endanger their health and safety: social activities, team participation, clubs and organizations.

2. The principal should ensure that the physical plant will accommodate, modifications and adaptations, the individual differences of students with physical disabilities.

3. All parts of the school facility must meet state and federal regulations for accessibility.

4. Public school buildings must display international symbols of access for people with physical disabilities.

5. A set of standards for making school facilities and nearby areas accessible for people with physical disabilities should include the following: parking at approaches to building entrances; travel within hallways and on elevators and stairs; services, including public telephones, water fountains, and restrooms; hazardous places, gratings, and alarms; special rooms, including kitchens; schoolrooms, including classrooms, libraries, and physical education facilities.

6. Classrooms for students with physical disabilities must be located in strategic areas enhancing access and participation.

7. The development of a building evacuation plan, for emergency situations using various staff personnel to assist students with physical disabilities, is a critical administrative function.

VII. Related Services:

A. A possible cadre of related services for students with physcial disabilities includes: physical therapy, speech therapy, occupational therapy, language therapy, school nursing, social and psychological services, rehabilitation counseling, therapeutic recreation, and medically related health services.

B. Major areas of assesssment should include the following: mobility, daily living, psychosocial development, communication, academic potential, learning adaptations, transition skills, abilities and limitations due to the physical impairment.

C. Providing a variety of "needed services" allows the student to participate in regular instructional settings: notetakers and "prepared notes", development of a "buddy system".

D. The nature of "related services" must focus on the integration process, noting the delicate balance in the amount of student's time spent in various program environments, and that relationship to overall educational benefits and consequences.

VIII. Transportation Services:

A. Wheelchair buses may be needed to transport physically disabled students who are unable to ride a regular school bus.

B. Transportation routes may need to be adjusted for those students unable to ride the school bus for long periods of time.

Resources:

Brown, J. (1988). The Team Concept in Special Education. Bloomington, IN: CASE Information Dissemination Packet.

Greenburg, D. (Ed.) (1987, May). 1987 Council for Administrators in Special Education Institutes: Medically Related Special Education and Related Services. Bloomington, IN: CASE Research Committee Publication.

Sirvis, B. (1988). Physical Disabilities (Chap. 12). In E. Meyen & T. Skrtic, Exceptional children and youth (3rd ed.). Denver: Love.

Wilcox, B., C. Jackson, C. Overdorff, and B. Flannery (1987, May). Effective Schools: Implications for Programs Serving High School Students with Moderate and Severe Handicaps. Bloomington, IN: CASE Research Committee Information Dissemination Packet.

COMMUNICATION DISABILITIES

by

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I. **What are the objectives of a public school Speech-Language Pathology Program?**

A. To meet the communication needs of all students, particularly those who are communicatively impaired.

B. To assure that each student is served in a communication environment which will allow each student to develop his/her full communicative potential.

C. To provide information and assistance to parents, teachers, administrators, aides, and allied professionals (counselors, psychologists, physicians, psychiatrists, social workers, nurses, occupational therapists, physical therapists, and dentists) about communication disorders, their prevention, and management.

II. **Who are the communicatively impaired?**

A. Children who exhibit an articulation disorder (omissions, substitutions, and/or distortions of speech sounds).

B. Children who exhibit a language disorder (deficits in the receptive, integrative, or expressive processes of language).

C. Children who exhibit fluency disorders (inappropriate variation in rate or prosody of speech or avoidance of speaking).

D. Children who exhibit voice disorders (inappropriate deviations in the vocal parameters of pitch, loudness, or quality).

E. Children who exhibit hearing loss or auditory perceptual difficulties.

III. **What are the components of a quality program?**

A. Systematic referral, identification, and diagnostic procedures.

B. Well-defined eligibility and placement criteria based on a severity rating scale.

C. Continuum of service delivery models to meet the diverse and distinct needs of individual students.

D. Maintenance of an accurate record-keeping system.

E. Physical settings appropriate to type of service delivery model being implemented.

F. Supportive and professional staff networking.

IV. How are these components operationalized?

A. Communication problems are identified through a systematic screening process that is accurate and complete.

B. Screening results are the basis for a complete comprehensive diagnostic assessment.

C. The diagnostic assessment provides a basis for program eligibility and placement decisions. This comprehensive assessment may consist of speech-language tests, psychological, medical, and hearing evaluations.

D. The utilization of realistic caseload rules and regulations that facilitate quality service delivery. These rules must include consideration of:

1. Severity and type of disorder
2. Frequency of service delivery
3. Appropriateness of physical setting
4. Influence of disorder on student's functioning in academic setting.

E. The utilization of different service delivery models and environments, ranging from least restrictive to most restrictive. Eligibility for a specific model is based upon rating of severity (See Addendum).

1. Consultation Model--Indirect Service:
   The speech-language pathologist (SLP) directs and guides others, including classroom teacher, in the management of communication disorders in the classroom.
2. Itinerant Model--Intermittant Direct Service:
   The SLP is responsible for management of communication disorders on an intermittent basis, usually 2 or 3 times/week, outside the classroom.
3. Resource Room Model--Intensive Direct Service:
   The SLP is responsible for management of communication disorders outside the classroom.
4. Self-Contained Model--Academically Integrated Direct Service:
   The SLP provides academic instruction in addition to managing the communicative therapy program in a classroom for communicatively disordered children.

F. The appropriate documentation of evaluating and managing each child identified as communicatively handicapped.

G. Participation in professional affiliations to ensure support and personal and professional growth.

V. Personnel--What should the SLP be able to do?

A. Identify children with speech-language-hearing disorders.

B. Diagnose and appraise specific speech-language-hearing disorders.

C. Refer for medical or other professional attention when it is necessary for the habilitation of speech-language disorders.

D. Provide appropriate and effective intervention strategies and methods for the prevention or habilitation of communication disorders.

E. Positively interact with students, parents, teachers, administrators, aides, counselors, psychologists, physicians, psychiatrists, etc. regarding speech-language disorders.

VI. Responsibilities of the Classroom Teacher

A. Collaborate with the SLP in the implementation of the Consultation Model to promote communication behavior change in the classroom.

B. Facilitate the generalization and maintenance in the classroom of communication behaviors acquired in Direct Service with the SLP.

C. Facilitate communication about the child and his communication impairment as they relate to his educational and social development in the classroom.

D. Facilitate the identification of communicatively impaired children by making referrals to the SLP.

VII. Responsibilities of the Principal

A. Provide classrooms and facilities that are adaptable to the speech-language pathologist's caseload size and range of disorders represented in it.

B. Provide a supportive link in the interactive chain among the speech-language pathologist, teachers, parents, nurse, and other relevant participants.

C. Be knowledgeable about the role and responsibilities of the speech-language pathologist.

D. Seek support for the SLP from the Director of Special Education.

Resources

American Speech and Hearing Association (1973-74). *Standards and Guidelines for Comprehensive Language, Speech, and Hearing Programs in the Schools*. Washington, D.C.: American Speech and Hearing Association.

American Speech Language and Hearing Association (1983). Recommended service delivery models and caseload sizes for speech-language pathology services in the schools. *ASHA*, 25, 65-70.

Barker, K., R. Baldes, P. Jenkinson, and K. and J. Freilinger (1982). Iowa's severity rating scales for communication disabilities. *Language, Speech and Hearing Services in the Schools*. 13, 156-162.

Egland, G.D. (1970). *Speech and Language Problems: A Guide for the Classroom Teacher*. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Neidecker, E.A. (1987). *School Programs in Speech-Language: Organization and Management* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall, Inc.

VanHattum, R.J. (1985). *Organization of Speech-Language Services in Schools: A Manual*. San Diego: College-Hill Press, Inc.

ADDENDUM

The Iowa Severity Rating Scales for Communication Disabilities (ISRS) are recommended to public school speech language pathologists. They provide consistent criteria to determine eligibility for appropriate service delivery models for each child.

Articulation Severity Rating Scale

Rating	Characteristics
0	Normal
1	Inconsistent misarticulation of phonemes, whether substituted, omitted, or distorted. Sounds must be stimulable and not more than 6 months below the developmental age for the phoneme.
2	Consistent misarticulation of phonemes, but not interfering with intelligibility. Phonemes may be stimulable but to due to age or other factors, self-correction is not expected.
3	Interferes with communication. Shows signs of frustrations. Some phonemes may be stimulable. Distractible to a listener. Intelligibility may be affected.
4	Unintelligible all of the time. Interferes with communication. Pupil shows signs of frustration and refuses to speak at times. Difficult to stimulate most sounds. Distracting to a listener.

Language Severity Rating Scale

When evaluating pupils in a regular classroom, a comparison should be made between pupils' language age scores (as determined by appropriate diagnostic instruments) and their chronological ages. Language age scores should be compared to mental age scores for pupils assigned to special education classes.

Rating	Characteristics
0	Normal
1	According to appropriate diagnostic tests user, the receptive-expressive, or combined receptive-expressive skills indicate a language difference. Inconsistent: a 0 to 6 month delay from established from the norm.

2	Appropriate diagnostic tests indicate a difference from the norm. Conversational speech shows definite indications of language deficit. A 6-12 month delay.
3	Appropriate diagnostic tests indicate a language problem which is interfering with communication and educational progress and is usually accompanied by a phonological deviation. A 12-28 month delay.
4	Appropriate diagnostic tests indicate a significant gap from the norm. Communication is an effort. Could range from no usable language to unintelligible communication. Educational progress is extremely difficult. Usually accompanied by a severe phonological deviation. A delay of 18 or more months.

Fluency Severity Rating Scale

Rating	Characteristics
0	Normal
1	Observable nonfluent speech behavior present. Pupil not aware of or concerned about the nonfluent speech. Normal speech periods are reported or observable and predominant.
2	Observable nonfluent speech behavior is present and observable on a regular basis. Pupil is becoming aware of the problem and parents, teachers, or peers are aware and concerned.
3	Stuttering behavior is noted on a regular basis. Pupil is aware of a problem communicating. Struggle, avoidance, or other coping behaviors are observed at times.
4	All communication is an effort. Avoidances and frustrations are obvious. Struggle behavior is predominant.

Voice Severity Rating Scale

Rating	Characteristics
0	Normal
1	Inconsistent or slight deviation. Check periodically.

2 Voice difference is not noted by casual listener. Pupil may be aware of voice deviation.

3 Voice difference is consistent and noted by casual listener. Pupil may be aware of voice. Medical referral may be indicated.

4 There is a significant difference in the voice. Voice difference is noted by casual listener. Parents are usually aware of problem. Medical referral is indicated.

Ratings are summed across scales for each child. Children with the highest rating receive the highest priority for intensive, direct therapy.

SENSORY DISABILITIES

by

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I. Objectives:

A. Early identification and program intervention are essential considerations in minimizing the effects of a sensory impairment.

B. Set conditions for optimal contact between students with a sensory impairment and students without a sensory impairment.

C. Provide necessary auditory and speech training for students with a hearing impairment that allows them to participate to the maximum degree possible in the regular educational environment.

D. Establish an educational climate that allows students with sensory impairments to become valued participants in the school.

E. Develop a comprehensive and effective educational program using "inputs" from all stakeholders eg., parents, medical and educational specialists, classroom teachers, administrators, etc.

F. Through a team concept, develop an individualized learning program using specialized professional services.

G. Promote the dveelopment of alternative methods of language acquisition for students with sensory impairments.

H. Promote the development of a positive self-concept by setting conditions that promote success and peer recognition.

I. Promote the development of positive self-esteem by setting conditions enabling the student with a sensory impairment to take greater control of his/her life.

J. Promote the development of adaptive and coping skills which enhance personal independence and decision making.

II. Components of a Quality Program:

A. Provide an opportunity for societal integration by using a peer group social system and appropriate adult role models.

B. Incorporate fundamental life skills into the curriculum providing students with exposure to critical situations requiring adjustment and acceptance/responsibility for personal actions.

C. Use contemporary technological aids and devices including: optical character recognition devices, speech synthetizers, computers, calculators, telecommunication devices (modiums, etc.) amplification devices, braille machines, closed caption film and television, closed-circuit television reader, tactile learners.

D. Use comprehensive evaluation and service delivery teams which provide a unified and holistic educational program.

E. Set conditions for social acceptance by allowing the student to participate in recreational and leisure activities that enhance socialization and peer group interactions.

F. Promote an open and receptive school climate where students without sensory disabilities can learn to develop positive attitudes and values through cooperative group activities involving students with disabilities.

G. Develop comprehensive recreation and career education programs focusing on community leisure and employment.

I. Use a comprehensive diagnostic evaluation battery consisting of appropriate screening and assessment instruments for determining intellectual, scholastic, and performance abilities.

J. Use a companion system that enhances the social acceptance of students with sensory impairments.

K. Use a variety of educational technologies to augment sensory-learning modalities in an integrated multi-channel process.

III. Definitions:

A. Hearing impairment refers to varying degrees in loss of hearing ontologically (professional diagnosis by a hearing specialist), audiometrically (measurement on an audiometer), or functionally (implications in daily life).

B. There are three major types of hearing impairment: conductive (disruption of sounds in the outer or middle ear before they reach nerve endings in the inner ear); sensorineural (dysfunction in the inner ear inhibiting messages from reaching the brain); central (problems with the auditory pathways within the brain).

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C. Visual impairment refers to disorders of the eye resulting in varying degrees of vision loss that affects daily functioning.

D. For legal purposes, there are two major types of vision impairment: blindness/legally blind (central visual acuity with correction is 20/200 or less in the better eye or where the visual field is no greater than 20 degrees) and partial sightedness (central visual acuity is between 20/70 and 20/200 in the better eye). A "low vision" student is capable of using sight as one of the primary learning channels.

E. P.L. 94-142: The deaf student has a hearing impairment so severe that s/he is impaired in processing linguistic information through hearing, with or without amplification; this impairment adversely affects educational performance. The hard-of-hearing student has a hearing impairment, permanent or fluctuating, which adversely affects educational performance; this category is not included under the definition of deaf.

F. P.L. 94-142: The blind student has a visual impairment so severe that s/he is impaired in all sight-related functions. The partially sighted student has an impairment which adversely affects educational performance; this category is not included under the definition of blind.

G. P.L. 94-142: The deaf-blind student has concomitant hearing and visual impairments, the combination of which, causes such severe communication and educational problems that learning cannot be accommodated solely in one particular classification.

IV. Identifying Characteristics:

A. In many cases, there are no obvious (physically identifying) characteristics of persons with visual and hearing impairments besides the most commonplace amplification devices (hearing aid) and/or acuity aids (prescription glasses).

B. There are five classifications of hearing impairment: slight (difficulty in discrimination of sounds and speech in faint, distant or cacophonous situations); mild, (some difficulty in conversation resulting from defective speech patterns or vocabulary deficiencies); marked (inappropriate articulation and voice tones with misunderstanding or failure to follow discussions); severe (inability to hear normal speech patterns with impairment in speech and language development); profound (inability to hear amplified speech patterns and resultant lack of language acquisition without professional intervention).

C. Factors to consider when suspecting a hearing problem include: analysis of the student's family history; immature language or articulation problems; speech that seems extremely loud or soft; a history of earaches or ear infections; complaints about not being able to hear in class; habits of extending or turning the head toward the speaker; frequent requests to repeat instructions; frequent requests of others (peers) for directions; and, large differences between verbal and performance scores.

D. Disorders of the eye and surrounding structures that impair vision include: muscles (strabismus or improper alignment), amblyopia or blindness through disuse, nystagmus or involuntary rapid eye movements); cornea/iris/lens (glaucoma or intraocular fluid buildup, aniridia or iris underdevelopment, photophobia or light sensitivity, cataracts or cloudy/opaque lens); retina (diabetic retinopathy or blood vessel hemorrhaging, macula degeneration or lack of central vision, retrolental fibroplasia or excess oxygen, retinal detachment or retina separation, retinitis pigmentosa or peripheral vision loss, retinoblastoma or retinal tumor); and optic nerve (optic nerve atrophy).

E. Factors to consider when suspecting a vision problem include: analysis of student's family history; difficulty reading written work on the chalkboard; student "leans" to read material; rubbing of the eyes; squinting; excessive tearing; "pink eye(s)"; rapid blinking or unusual eye movements inorder to focus on schoolwork.

V. Best Practice:

A. A total communication (TC) approach, for students with hearing impairments, uses nonverbal behaviors and sign language with speechreading, speech, amplification, and audition in the communication process. The aural-oral (AO) approach uses regular language as the basis for instruction with the inclusion of amplification devices to augment residual hearing. The American Sign Language (ASL) and Manually-Coded English (MCE) are methods of manual communication using nonverbal signs and fingerspelling.

B. For students with a hearing impairment, the use of a comprehensive test battery for assessment should include: speech, audiological, language, achievement and cognitive assessments.

C. For students with a visual impairment, the use of a comprehensive test battery for assessment should include: social and emotional, compensatory, curricular, management, community and home, environmental, vocational, cognitive and functional vision assessments.

D. It is critical to differentiate between visual acuity (physican's clinical measurement) and visual efficiency (learning channel of preference) in planning educational instruction.

E. It is important to provide students with severe hearing or vision impairments access to and choice between a hearing/vision culture and/or a deaf/blind culture. However, at no time must the student feel banished from either environmental culture.

F. There must be ample opportunity for the student with severe sensory impairments to vacillate between the two learning cultures selecting exemplary adult and peer role models.

G. Students with mild hearing and visual impairments should be enrolled in regular education programs with appropriate supports.

H. A quality "vision screening" program includes: visual acuity, hyperopia, near-point reading acuity, strabismus fusion and color discrimination.

I. Parental support and cooperation is vital for maximizing the benefits of an effective educational program.

J. Education programs must stress the social acceptance of students with hearing and/or visual impairments for proper development of self-concept and self-esteem.

K. Cooperation, organization, and coordination between regular and special education is essential for promoting a comprehensive educational program.

L. Hard-of-hearing students should be seated in the front of the class to hear the teacher better and read lips more effectively.

M. The instructor should speak at the lip reader's eye level.

N. Many teaching techniques for pupils without disabilities may also be appropriate for students with visual impairment(s).

O. Students with a hearing disability should be encouraged to listen to music and participate in vocal music activities; students with a visual disability should be encouraged to draw and participate in "art-related" activities.

P. If a hearing impairment involves only one ear, or if the impairment is greater in one ear than in the other, the student should sit in a position so the better ear is toward the teacher.

Q. The student with visual difficulties should sit in a position to benefit from sunlight and proximity to the chalkboard.

R. The following areas should be considered when addressing best practices: curriculum, learning strategies, materials and equipment, classroom management, and the physical environment.

VI. Personnel:

A. Teachers:

1. Many of the instructional processes for educating hearing and visually impaired students will be shared between classroom teachers and support service (itinerant and resource) personnel.
2. Pre-school teachers should become aware of the early warning signs that identify students with mild to moderate hearing and visual impairment(s).
3. Receptive and expressive language, speechreading, and auditory and speech training are essential parts of the instructional process for students with hearing impairments.
4. Teachers should provide visual or auditory access to classroom information based on the limitations of the student.
5. It is essential to determine the critical instructional balance between entry level and expected curriculum skills.
6. Teachers should establish opportunities for incidental learning and regular feedback in the instructional paradigm.
7. Awareness of developmental immaturity permits teachers to structure lessons enhancing social adjustment by allowing students with sensory disabilities to accept responsibility, make informed decisions, develop self-confidence, demonstrate initiative, and expand the capacity for self-awareness.

8. Teachers should strive to provide a supportive classroom environment where all students with and without sensory disabilities can develop positive self-concept and self-esteem.

9. Students with disabilities should be querried about their personal feelings concerning opportunity for participation, classroom management, and the instructional process.

10. Body language/gestures, instructional pace, and control of oral delivery (voice quality and tone) are critical elements in the teaching-learning process.

11. The use of specialized instructional equipment must be considered in light of isolation and/or stigmatization affects.

12. Secondary teachers should be aware of those postsecondary educational institutions that provide specialized learning accommodations for students with sensory disabilities: interpreters, tutors, notetakers, and counselors.

B. Administrators:

1. Students (if they so desire) with sensory disabilities should be allowed to participate in all school activities (social, team, athletic, etc.) that do not endanger their health and safety.

2. The building administrator must ensure classrooms can accommodate the individualized needs of all students e.g., specialized instructional equipment.

3. The building principal should place students with sensory impairments in classrooms that enhance, rather than complicate, disabilities e.g., the classroom for a student with visual impairments should provide substantial window area; the classroom for a student with hearing impairments should have carpeted floors and acoustical tiles on the ceiling.

4. It is important that a building evacuation plan for emergency situations use various school personnel to alert and assist pupils with sensory impairments.

5. School personnel should receive inservice training opportunities concerning instructional and managerial needs of students with sensory disabilities.

6. Whenever possible, the building principal should participate in the development of the indivdualized education plan (IEP).

7. The school building and classrooms should be organized in a multidimensional manner where a wide variety of unique personal attributes and abilities may receive social recognition.

VII. Related Services

A. A multidisciplinary team for identification and assessment purposes and a transdisciplinary team for educational and therapeutic program implementation are recommended.

B. Medical, psychological, social, and educational evaluations are valuable in structuring a total educational program.

C. When necessary, an interpreter to translate and transliterate communication with the hearing impaired individiual is essential.

D. Vision and hearing specialists may function as consultants to the classroom teacher for supplemental assessment(s), monitoring of performance, coordination of activities, as well as, providing specialized materials, instruction and equipment/devices (hearing aids, large-print texts, phonic ears, braille machines, etc.).

E. Developing close working bonds and promoting positive public relations with local community agencies, organizations, centers, clubs, and associations are valuable assets to future community acceptance of students with severe sensory impairments.

F. Capitalize on resources and services from state and national agencies that promote the educational welfare of students with sensory impairments e.g., American Printing House for the Blind (APHB) and American Speech-Language-Hearing Association (ASHA).

G. Vision and hearing specialists are resources for the following: inservice staff training, information dissemination, student advocacy, initial referrals and periodic reassessments.

VIII. Transportation Services

A. Most students with sensory disabilities are capable of riding the school bus without major adaptations.

B. A school bus monitor or a "buddy system" may be an effective safety precaution for students with severe sensory impairments.

Resources:

Burgdorf, R. (Ed.) (1980). The legal rights of handicapped persons: Cases, materials, and text. Baltimore: Brookes.

McCoy, K., & Prehm, H. (1988). Teaching mainstreamed students: Methods and techniques. Denver: Love.

Meyen, E. & Skrtic, T. (Eds.). (1988). Exceptional children and youth: An introduction (3rd ed). Denver: Love.

Meyen, E., Vergason, G., & Whelan, R. (Eds.). (1988). Effective instructional strategies for exceptional children. Denver: Love.

KEY PROVISIONS OF PUBLIC LAW 94-142

1. Child Identification

The local education agency is responsible for:

(a) procedures insuring that all children, regardless of severity, are identified, located and evaluated;

(b) a method of determining which children are currently receiving and which are not receiving special education and related services.

2. Full Services Goal and Timetable

(a) Set a goal of "full educational opportunity" for persons B-21 (facilities, personnel, and services);

(b) Set a detailed timetable for accomplishing the goal.

3. Due Process

Before change in education services occurs, agency is required to provide written notification to parents in their native language. If this is not feasible, communication can be oral.

Specific parental consent before evaluation prior to initial placement.

Disagreements: parents/agency initiate a pre-hearing conference.

Unresolved disputes: hearing officer makes decision, notifies all parties not later than 45 days after hearing receipt.

Parents have a variety of options at the hearing.

4. Regular Parent or Guardian Consultation

Local educational agency must make provision for participation of and consultation with parents or guardians of handicapped children.

Consultation with individuals involved or concerned with the education of handicapped children.

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5. Comprehensive Personnel Development

A description in annual planning of programs and procedures for:

(a) in-service training of general and special education instructional, related service and support personnel;

(b) procedures to insure personnel are qualified;

(c) procedures for information dissemination.

6. Non-Discriminatory Testing and Evaluation

(a) testing and evaluation materials used in placement must not be racially or culturally discriminatory;

(b) tests should reflect students' aptitude or achievement level rather than impairment(s);

(c) multi-disciplinary team evaluation: multi-assessment;

(d) re-evaluation at least every three (3) years.

7. Least Restrictive Environment

(a) to maximum extent appropriate, handicapped children are educated with children not handicapped;

(b) separate schooling or removal from regular educational environment only when severity is such that education in regular classes with the use of supplemental aids and services cannot be achieved satisfactorily;

(c) a continuum of alternative placements should be available.

8. Confidentiality of Data and Information

(a) parents have the right to inspect and review any educational records relating to their handicapped children;

(b) a record of parties having access to all educational records shall be kept (name, access data, purpose authorization);

(c) agency shall take safeguards to protect records (collection, storage disclosure process).

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9. Individualized Education Plan

A written statement for a handicapped child that is developed and implemented by procedures.

(a) public agency providing special education in any form to a handicapped child must have a written IEP;

(b) IEP must be in effect at beginning of each school year for every special education child before services are provided;

(c) IEP Conference held to develop an appropriate educational program: school representative, special education teacher/regular education teacher, parents, the student, psychologist, parent advocate, referral agency representative, etc.

(d) At least an annual review;

(e) parents entitled to a copy;

(f) IEP is [illegible] a legally binding contract.

10. Free Appropriate Public Education

(a) FAPE is defined under the law as special education and related services that must be offered at no charge to parents and at the public's expense. This is the responsibility of the local school district.

(b) Related services, among others, can mean specialized equipment, transportation, and non-institutional services.

11. Surrogate In Loco Parentis

(a) Each public agency shall insure that the rights of a child are protected when parents or guardian are either unknown or unavailable or when said child is a legal ward of the state;

(b) The selection of a surrogate by the public agency must be according to State Law;

(c) The responsibilities of the surrogate parent include: the identification, evaluation of educational placement, and insure a free, appropriate public education to the handicapped child.

12. Multi-Disciplinary Evaluation

(a) for the purpose of identifying a student suspected of having a learning disability;

(b) team membership shall consist of the regular classroom teacher and a professional qualified to conduct an individual diagnostic examination, ie., school psychologist, speech-language pathologist, or remedial reading teacher.

(c) criteria for determining a learning disability:

1. student is not achieving with age-approproprate peers.

2. a severe discrepancy exists between achievement and intellectual ability in one or more of the following areas:

   oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation or mathematical reasoning.

3. Severe discrepancy between achievement and intellectual ability due to a visual, hearing, or motor handicap, mental retardation, emotional disturbance, environmental, cultural, or economic disadvantage is NOT a criteria for a specific learning disability.

(d) Written report from the evaluation team on their observations and diagnostic assessments.